Mabat is based on M²’s flagship North American program which provides outstanding educators with a holistic and multi-disciplinary approach towards the theory and practice of experiential Jewish education. Over time, more and more Israeli educators applied to the limited spots in our North American program, marking a hunger of Israeli educators to acquire knowledge, skills, and tools for identity education.

**Why Mabat?**

Educators working in spaces that focus on Jewish identity development, personal and communal empowerment, and pluralism, tend to receive professional development in ways that are particular to their setting and organizations. For example, an umbrella organization might provide a few workshops; an outside expert might run sessions on how to better recruit or market; and some individuals might enroll in programs to expand their leadership capacities. This type of professional development is insufficient for two reasons:

1. The training they receive is segregated: The ideas they are exposed to keep them constricted to their own settings and limit their horizons. While they might gain skills in how a particular Mechina – by way of example – can do its job better, they are not being exposed to bigger, better and broader approaches for Jewish identity development beyond their specific focus.
2. As a result of a segregated training model, educators view their profession only in relation to the setting in which they work. Their view of their profession is limited, and this negatively impacts their career trajectory and mobility. They tend to burn out fast, and then leave the field altogether. As a result, the field in Israel loses talent, with each new professional recreating the wheel.

While there are several programs – both in the U.S. and in Israel – that provide professional development opportunities for experienced educators, a study we conducted on Identity Education in Israel confirmed that other programs that exist in the field don’t address core needs that are addressed by Mabat, which include -

1. Development of a common educational language that extends beyond the confines of a specific program or organization.
2. Development of and training in educational approaches particular to identity education, extending beyond formal/informal divides.
3. Development of a set of relevant tools and skills for educators to enable the creation of a profound, complex and meaningful educational process.

What makes Mabat stand out is its focus on the interplay between vision and skills for an education that is focused on values, experiences, and identity. Mabat is not a leadership development program. There are many excellent leadership programs. It is a program that focuses on the theory and practice of excellent education, Jewish education and identity formation.

Mabat emphasizes the need to invest in the personal and professional identities of each participant as educators; and on the practical pedagogies, skills and tools that bring a strong educational vision to life. We believe this investment builds the foundation and capacity for the field to ultimately offer learners the opportunity to engage deeply with their Jewish identities. By investing in the best and brightest talent – we build the capacity for change.

If significant change around Jewish identity, expression, pluralism, and empowerment is to come about in Israel, there is no doubt that we need to make a long-lasting investment in the talent that will support it. This talent must see their profession as one which is not siloed within a particular setting but is expansive; and that work that they do should not rely on their intuition, charisma, and creativity – but on a robust and rigorous field and network that can help them advance the depth and impact of their work.

By establishing Mabat as a permanent fixture of educator training, profoundly impacting leading educators who are shaping the landscape of Jewish identity education and building among them a strong network, we believe that we will build the capacity for a much-needed change, as we have done in North America.

**The Program**

Mabat is the first professional development training program for educational change-makers in Israel that focuses on the interplay between education, identity and pluralism. It strengthens the expertise of educators by broadening their scope, deepening their vision, and providing them with the most relevant skills and tools. It invites collaboration and cross pollination across educational sectors and settings.

The goals of Mabat include:

* Professionalizing the field of Jewish identity education in Israel by creating a cadre of motivated, skilled, and knowledgeable Jewish educators.
* Training educators in pedagogies for advancing values education.
* Empowering educators to utilize cutting edge skills and tools to create a better, more nuanced and sophisticated education, resulting in more intentional learning experiences.
* Providing a platform for educators from a range of settings and organizations to learn and grow together, so that they feel a sense of belonging and long-term commitment to the field.

Mabat is a 10-month program comprised of three, 4-day in-person gatherings. Each of the seminars focuses on a different aspect of experiential education and Jewish identity formation.

Seminar 1 will delve into the processes of content curation, primarily through the lenses of values education and identity exploration. Seminar 2 will highlight the choreographic principles that bring educational experiences to life. Seminar 3 explores key constructs in group formation, identity development and memory formation, and their impact on the evolvement of personal Jewish agency.

In between seminars, participants convene for individual days of learning and benefit from 10 hours of personalized mentoring to help them integrate what they learned into their practice, and align their visions, goals and competencies as they execute their work, both personally and professionally.

Mabat outcomes include:

* Educators possess pedagogies and methodologies to strengthen Jewish identity development within the full spectrum of Israeli society.
* As a result of employing approaches, methods and tools gained at SEC, graduates report greater impact and increased success in the space of Jewish identity development.
* Educators and organizations view training in Jewish education as necessary and accessible.
* Educators possess a strong sense of professional identity and are supported by a growth-inducing network of peers.
* Educators have the tools to move the conversation beyond rituals and text and toward Jewish responsibility and values.
* End users’ (students, learners) experience of Jewish education is enjoyable and meaningful. It is focused, transparent and purposeful. It provides them with an enhanced capacity for Jewish agency and belonging.

**Target Audience**

Mabat is comprised of a group of 25 educators – by the end of the grant period M² will have trained 50 outstanding educators in leadership positions.

The cohort ranges in geographic locations, Jewish affiliations, level of experience, and professional settings. Participants in the first cohort of Mabat include educators from the following organizations: The Hartman Institute; ANU; Ben Gurion Heritage Institute; Ministry of Education; Bnei Akiva; Diller Teen Fellowship; the Jewish Agency; Ben Gurion House (Tel Aviv); Mechinot; Kiach; Tzofim; Bet Prat, Gesher, and more.

Requirements for participating in the program include minimum 8 years of field experience; a position that enables implementation of learnings; employer support; and full participation in the program.