



Culham St Gabriel's Report Teaching Inclusive Judaism

–

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Teaching Inclusive Judaism

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Teaching Inclusive Judaism

Project Overview

Organisation Jewish Museum London

Start Date January 2021

Duration 12 months

Budget £5,635

The *Teaching Inclusive Judaism* Project has three stages:

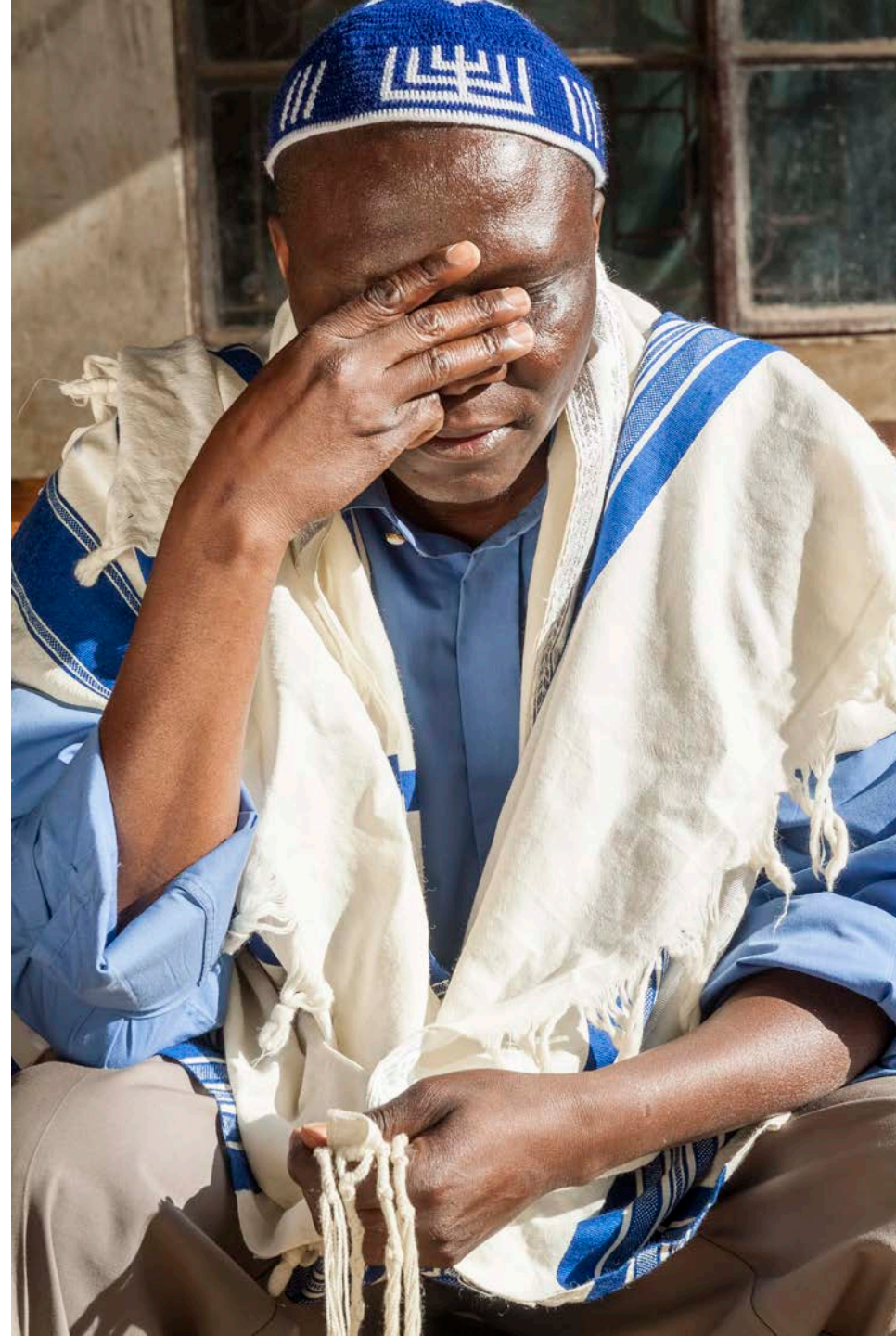
Contemporary
Collect



Online Image
Library



Teachers CPD
Sessions



1. What change do you want to see?

State the contribution of your project to the overarching aim/vision set out in your application.

Our Aim

The *Teaching Inclusive Judaism* Project's overarching aim is to increase public understanding of Judaism and the Jewish community in all its complexity.

We want the *Teaching Inclusive Judaism* Project to transform the ways in which teachers and students understand and learn about Jewish identities. Often, when learning about Judaism, learners are presented with monolithic representations of the Jewish community – representations that tend to reflect the Orthodox Jewish community. Due to the nature of the Orthodox Jewish community, the images used tend to be of white, straight, religious and traditional men. It is important to note that this, of course, is an authentic Jewish representation **but** not the only one. This project will provide teachers with a one stop shop to access a free image library representing the diversity of the Jewish community in Britain today.

We hope that this project will add a real sense of pride to the many, diverse faces of Jewish people in Britain – giving them confidence that their Judaism is being represented and visualised in it its colourful complexity and intersectionality.

2. What difference have you made?

Progress against your specific aims and outcomes. This should include reference to the measurement tools used.

The *Teaching Inclusive Judaism* Project has five specific key aims:

- a. To ensure there is true diverse and inclusive representation when teaching Judaism
- b. To normalise the use of a diverse and inclusive range of resources when teaching Judaism
- c. To support teachers with building their confidence in teaching inclusive Judaism
- d. To demonstrate the intersectionality of identity with the Jewish community within both worldviews and religion
- e. To build cultural capital into the teaching of RE

The next few slides will focus on the progress that we have made against each aim.

2. What difference have you made? Progress against your specific aims and outcomes.

a. To support teachers with building their confidence in teaching inclusive Judaism

Through this project, we will increase the awareness of diversity of Judaism within schools, for teachers and students alike.

Thus far, to support this aim we have:

- Explored and analysed the key curriculum topics, identifying key themes to be featured in the Image Library. We have made the decision to focus on the following curriculum topics: festivals, home, life cycle and the synagogue.
- Begun developing our Image Library for teachers and students e.g. planning site, creating sitemaps, confirming plans with web developers
- Made key strategic decisions including free access to Image Library for teachers and students
- Begun planning our *Teaching Inclusive Judaism* Teachers CPD sessions
- Researched into literacy surrounding intersectional Jewish identities. This research will be developed into resources for teachers, to increase their confidence and support their teaching of inclusive Judaism – see slide 7

To measure the success of this aim, we have:

- Created an evaluative quiz to gauge students and teachers' current understanding of the diversity within Judaism – see slide 8
- Started drafting the pilot session
- Measure the amount of teachers who attend Teachers CPD

*Further explanation to be detailed in **Part Three** of report.*

2. What difference have you made? Progress against your specific aims and outcomes.

a. To support teachers with building their confidence in teaching inclusive Judaism

Literacy Training



Neurodivergence (ND)



- noun: **neurodivergence**; adjective: **neurodivergent**
- coined by Kassiane Asasumasu
- **neurotypical** is the opposite of neurodivergent
 - everyone who falls in society's spectrum of "normal"
 - neurotypical isn't derogatory, and doesn't have an intrinsic negative meaning
- multiply neurodivergent: if someone is, e.g. autistic, epileptic and dyslexic

Example

Anna is autistic. She is neurodivergent.

Tom is considered neurotypical.

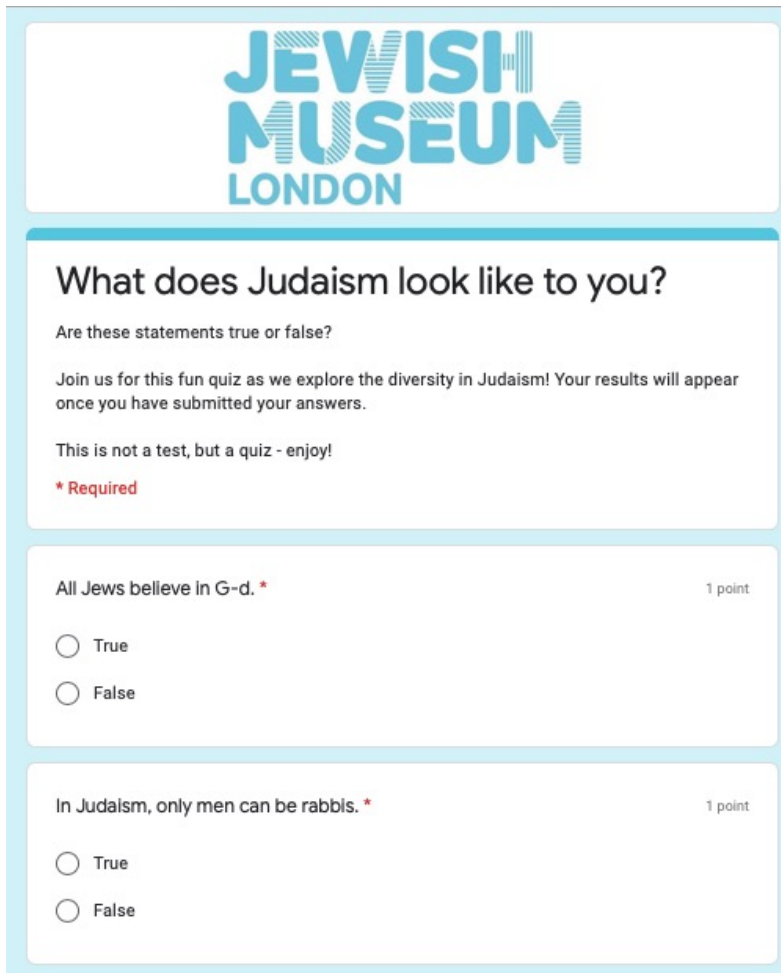
'I personally found the literacy training enriching. It just showed me again how important it is to use the correct language, and that there are many common phrases and words in our daily language which are discriminating. And I personally wasn't aware of many things or didn't know how to talk about/describe certain communities correctly'

- **CSG Project Team Member**

2. What difference have you made? Progress against your specific aims and outcomes.

a. To support teachers with building their confidence in teaching inclusive Judaism

Evaluative Quiz



JEWISH MUSEUM LONDON

What does Judaism look like to you?

Are these statements true or false?

Join us for this fun quiz as we explore the diversity in Judaism! Your results will appear once you have submitted your answers.

This is not a test, but a quiz - enjoy!

*** Required**

All Jews believe in G-d. *

1 point

☐ True

☐ False

In Judaism, only men can be rabbis. *

1 point

☐ True

☐ False

This quiz has been put into our weekly curriculum teachers.

The purpose of this quiz is to:

- Get a sense of what teachers and students already assume of Judaism based on their past exposure to this religion, culture and identity
- Identify the gaps in knowledge regarding diversity in Judaism so we can best cater to the needs of school and provide them with them with priority content on our image library
- Softly promote the TIJ Programme and prepare teachers for the Image Library and CPD Sessions soon to be launched.

2. What difference have you made? Progress against your specific aims and outcomes.

b. To normalise the use of a diverse and inclusive range of resources when teaching

We will be adding a range of images of diverse Jewish communities to our Inclusive Judaism Image Library and Teachers CPD sessions. We will use both historic images from our collection and contemporarily collected images from our intersectional Jewish partners.

Thus far, to support this aim we have:

- Researched into our current museum collection to identify images that show case intersectional Jewish communities, based on the prioritised curriculum topics (festivals, synagogues etc) – see next slide.
- Identified gaps in our collection that we will fill with contemporary collected objects from our partners
- Reached out to a range of community partners to ensure representation. These partners will be providing images that align with prioritised curriculum topics.
- **To measure the success of this aim, we will:**
 - Track and record the amount of contemporary images donated to our collection by intersectional Jewish partners.
 - Track and record the amount of intersectional community partners, ensuring that they cover a broad range of diverse identities.

*Further explanation to be detailed in **Part Three** of report.*

2. What difference have you made? Progress against your specific aims and outcomes.

b. To normalise the use of a diverse and inclusive range of resources when teaching

The below table details a few of the existing objects identified in our museum collection that reflect some of the diverse and intersectional identities in Judaism. We will use the images alongside the newly contemporary collected images on the *Inclusive Judaism* Image Library and Teachers CPD sessions.

Object Number	Object Title	Description	Curriculum Link
422.12	Inside the Great Synagogue in Aden	Photograph of three men reading inside the Great Synagogue in Aden. The man in the centre went on to become chairman of the Aden Jewish community in London.	Synagogue
C 1985.4.2	Torah scroll in carved case with curtain	Moroccan Torah scroll in a specially designed carved oak cabinet with silk brocade curtain.	Synagogue
837.43	Women gathered after a brit milah ceremony	A black and white photograph showing women gathered after a circumcision ceremony held in Mumbai in 1951.	Life Cycle
622.1	Circumcision ceremony, 1987	Black and white photograph showing a Brit Milah, or circumcision ceremony, held in London in 1987. The Rabbi stands on the left, with the mohel in the middle.	Life Cycle
765.2	Girl in Purim costume	A black and white photograph of Egyptian Jewish girl dressed in a Purim costume as an Egyptian country girl.	Festivals
1474.14	Purim celebration at Milton Keynes and District Reform synagogue	Colour photograph of children dressed up for Purim at Milton Keynes and District Reform synagogue.	Festivals
2012.25.52	Simchat Torah at Liberal Synagogue	Simchat Torah at a Liberal congregation in West London that encourages the open and active involvement of gay men and women, feminists, couples from mixed religious backgrounds and those who don't regard themselves as religious. London 2010.	Festivals/ Synagogue

2. What difference have you made? Progress against your specific aims and outcomes.

b. To normalise the use of a diverse and inclusive range of resources when teaching

Below are images from our collection that will be used in the online Image Library



Black and white photograph of the interior of the Bencoolen Street Synagogue in Singapore in 1946. As is common in Sephardi communities, the Torah is stored in a wooden or metal case called a tiq.



Simchat Torah at a Liberal congregation in West London that encourages the open and active involvement of gay men and women, feminists, couples from mixed religious backgrounds and those who don't regard themselves as religious. London 2010.



A black and white photograph showing a man and a group of children around a table with a menorah during Hanukkah in Mumbai in 1957.



2. What difference have you made? Progress against your specific aims and outcomes.

c. To ensure there is true diverse and inclusive representation when teaching Judaism

d: To demonstrate the intersectionality of identity with the Jewish community within both worldviews and religion

We are working with a range of intersectional Jewish community partners that span across a range of identities and world views. All partners will donate images to our collection that represent their intersectional identities. Images will be embedded on Image Library and Teachers CPD sessions.

Thus far, to support this aim we have:

- Explored and researched into the many intersectional identities within Judaism
- Identified a range of intersectional Jewish organisations and individuals. We are utilising our existing connections whilst also building a range of new, exciting partnerships.
- Created a flyer to communicate the *Inclusive Judaism* Project to partners (included on slide 13)
- Built a list of confirmed partners for this project – see next slide
- Researched and delivered trainings sessions as a team that explore the literacy surrounding intersectional Jewish communities. This training will be developed into resources for teachers and featured on the Image Library and Teachers' CPD

To measure the success of these aims, we will:

- Measure the change in both perception by teachers and student of the Jewish community, and the confidence to teach truly inclusive Judaism.

*Further explanation to be detailed in **Part Three** of report.*

2. What difference have you made? Progress against your specific aims and outcomes.

c. To ensure there is true diverse and inclusive representation when teaching Judaism

d: To demonstrate the intersectionality of identity with the Jewish community within both worldviews and religion

Below you will find a list of some of the partner organisations and individuals who have agreed to taking part in the project. We also have a more extensive list of partners pending confirmation, and other partners who we will reach out to in the second phase of the project.

Confirmed Partners	Intersectional, diversity link
Jewish Vegan Society	Veganism, World Views
Michael L, Black Sabbath	Black and Jewish
Zulieka L, Black Bird	Black and Jewish
West London Liberal Synagogue	Liberal, Women Leadership, LGBTQ+
Rabbi Lea Mühlstein	Liberal, Women Leadership, LGBTQ+
New North London Synagogue	Masorti/ Conservative Judaism
Rabbi Mendy	Chassidic, Orthodox Judaism
Daniel Goldwater	Jews around the world

3. How are you delivering your project?

Progress against objectives including specific outputs.

Please add links to specific resources or actions.

(max 500 words)

Originally stated outputs:

- Image Resource Pack (Online Picture Library)
- Webpage to host all the above content in one central location
- Teacher CPD Sessions: Teaching Inclusive Judaism

The Inclusive Judaism Project is a three step project.

We made a strategic decision to clearly communicate the stages of this project to our partners through a specially designed brochure – image to the right.

The next few pages will focus on the progress that we have made on each output.

The Jewish Museum London reaches thousands of students and teachers every year through our award-winning Learning Programme, including school workshops, teacher training and our Digital Learning Portal. By establishing partnerships, the Teaching Inclusive Judaism project will ensure that teachers across the UK have access to authentic representations of the Jewish community today.

This a three-stage project.

Stage One: Contemporary Collecting

What we are doing: During this stage, we are reaching out to a range of partner organisations across the community to invite them to donate images to our collection which best represent their intersectional Jewish identities. We have over 40,000 objects in our collection, however, not many are contemporary objects, nor do they greatly reflect the diversity of the Jewish community. We will be looking for images and objects connected to specific themes.



Stage Two: Image Library

What we are doing: With the images collected, we will be creating an image library on our website which allows teachers to explore the diversity in Judaism. Our main target audience will be teachers of non-Jewish students, to ensure that they are aware of and teaching an accurate representation of Judaism. In order to ensure accessibility to all, this Image Library will be free to teachers. Teachers will be able to view and download images.



Stage Three: Training & Language

What we are doing: We will be using these images in our Teacher Training sessions. Every school term, we host training sessions to support teachers in their understanding and teaching of Judaism. These sessions cover topics from Shabbat and Pickuach Nefesh to the Sources of Authority in Judaism. The images collected will be embedded into the training sessions, to support teachers' understanding of Judaism whilst normalising diversity in the community in the process. We will provide teachers with the literacy and knowledge to best support them teaching with these images in a sensitive and appropriate way.



What do we want from partners?

We know that all aspects of the community are extraordinarily busy and we have designed this partnership programme to be as smooth and straightforward as possible. At this stage, we are looking for partners to confirm their interest in this project. Going forwards, confirmed partners will be asked to donate relevant images to the Jewish Museum London, with brief information relating to these images.

3. How are you delivering your project? Progress against objectives including specific outputs.

Progress: Webpage to host all the above content in one central location

Online Image Library

We are working with Website Developers [Thirty8 Digital](#) to create the online Image Library.

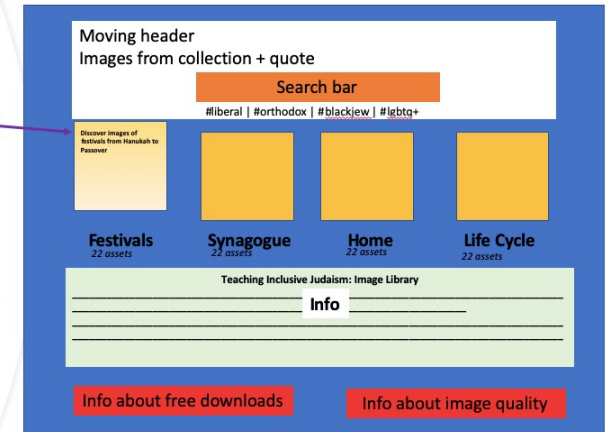
Over the past few months, the project team has dedicated much time planning the best approach to create the *Inclusive Judaism* web pages and Image Library. After some sector analysis, site mapping and discussions with our website developers, the creation of the website is now underway.

After piloting with teachers and evaluating usability in Summer Term, we will officially launch the website finalised by the start of next academic year when we will officially launch it.

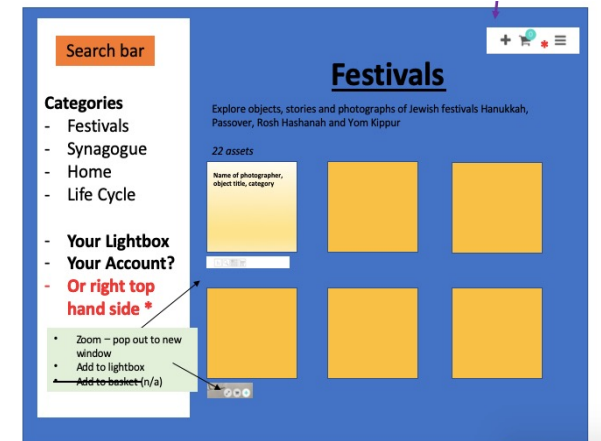
Images to the right show a few of the initial plans for the webpages sent to the web developer.

**Jewish Museum
London:
Teaching
Inclusive Judaism
Homepage**

When you hover



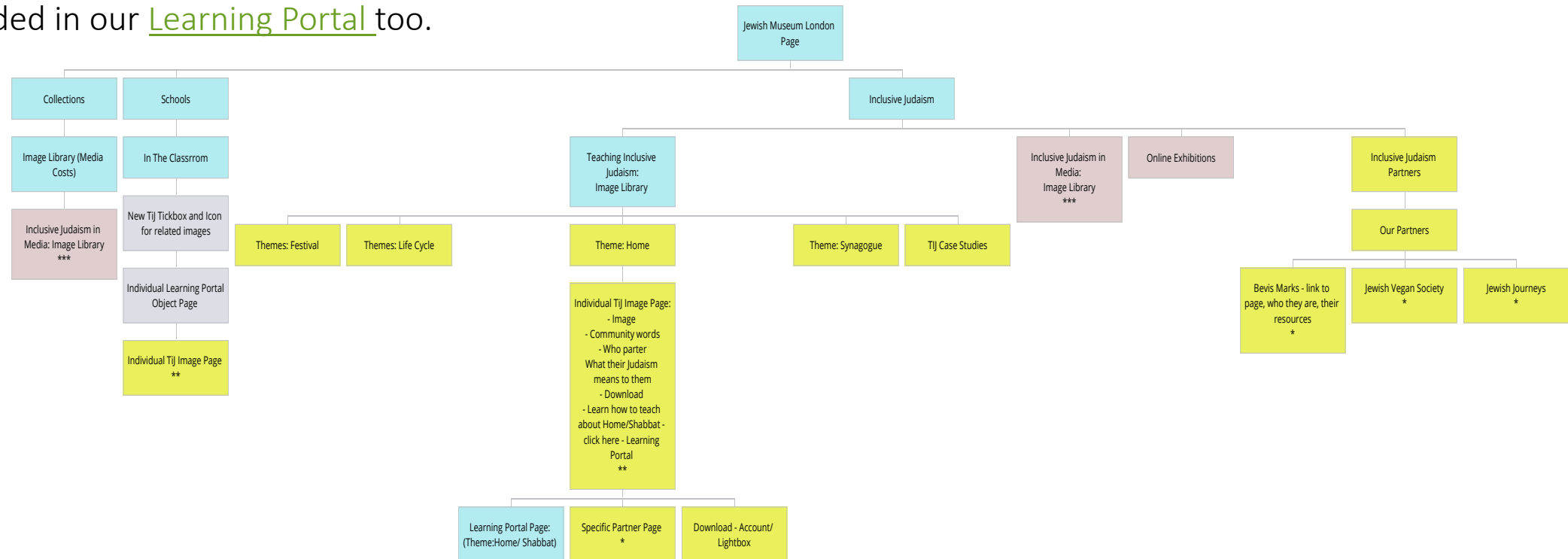
**Jewish Museum
London:
Teaching
Inclusive Judaism
All Images**



3. How are you delivering your project? Progress against objectives including specific outputs.

Progress: Webpage to host all the above content in one central location

The below details a proposed site map sent to our web developer. The Image Library will be a branch of the overall *Inclusive Judaism* page. The *Inclusive Judaism* Page will be a space for teachers and students to explore diverse images, learn about our intersectional community partners and access resources. The page has scope to expand and will eventually host a subpage for submission of contemporary collected diverse images to be added to our site. The *Inclusive Judaism* Page and Image Library will be embedded in our [Learning Portal](#) too.



3. How are you delivering your project? Progress against objectives including specific outputs.

Progress: Teacher CPD Sessions - Teaching Inclusive Judaism

The third stage of the *Teaching Inclusive Judaism* Project is to deliver CPD sessions to teachers that explores the rich diversity within the Jewish community and how best to teach an authentic, inclusive Judaism in their classrooms. The images collected from our community partners will be used throughout these CPD sessions.

Thus far, to support this objective we have:

Planned and prepared the Teachers CPD Session – see workshop plan on next slide

- We have set aside two dates for piloting these sessions
- Begun drafting pre and post evaluation questions for this pilot CPD
- Agreed on the official launch to be at the start of academic year 2021-22.



3. How are you delivering your project? Progress against objectives including specific outputs.

Progress: Tacher CPD Sessions - Teaching Inclusive Judaism

Jew-ish? Teaching Inclusive Judaism Session Plan – image to the right

The full itinerary of the session is as follows:

1. Introduction – Brainstorm: what word do you think of when you think of Judaism?
2. Quiz – What does Judaism look like?
3. Judaism: Religion, culture or ethnicity? Root of Judaism, Streams of Judaism etc.
4. *Inclusive Judaism* Image Library and Resources
5. In groups- Image exploration
6. Answering difficult questions
7. Q&A

Pre-activity: Browse through image library, fill out evaluation (functionality based)



Time	Activity	Resources	Organisation
5 mins	Welcome & Helpful Information <ul style="list-style-type: none"> Introduce yourself and Jewish Museum/Learning at the Jewish Museum Explain logistics of session e.g. participants on mute, can write questions in the chat or use hand raise feature 	PowerPoint	Gather Objects Facilitator View
5 mins	Introduction 1 – Brainstorm – Your assumptions about Judaism <i>Gages what teachers assume about Judaism</i> <ul style="list-style-type: none"> Activity: What one word do you think of when you think about Judaism? <ul style="list-style-type: none"> Start by asking participants to write in the chat one word that comes to mind when they think about Judaism Briefly read answers 	PowerPoint Zoom chat function	
10 mins	Introduction 2 – What does Judaism look like? <i>Opportunity to consider what we assume of Judaism and what it actually looks like, starting with a short and fun quiz.</i> <ul style="list-style-type: none"> Activity: What does Judaism look like to you ? <ul style="list-style-type: none"> Share 'What does Judaism look like to you?' quiz or on Zoom poll - participants answer Briefly examine answers together – 'so, we largely assumed that Judaism looks like...' Use for evaluative purposes – store results * Slide showing the diversity of Judaism via images and streams (inc map etc) <ul style="list-style-type: none"> '... but in actual fact, Judaism is full of intersections and diversity' In this CPD, we will begin to disrupt preconceived ideas of Judaism and instead, explore what it means to be Jewish and how to best teach Judaism with a diverse approach Share itinerary of the session 	PowerPoint Zoom Poll	

4. How are you disseminating your project?

- **Teachers Newsletters**

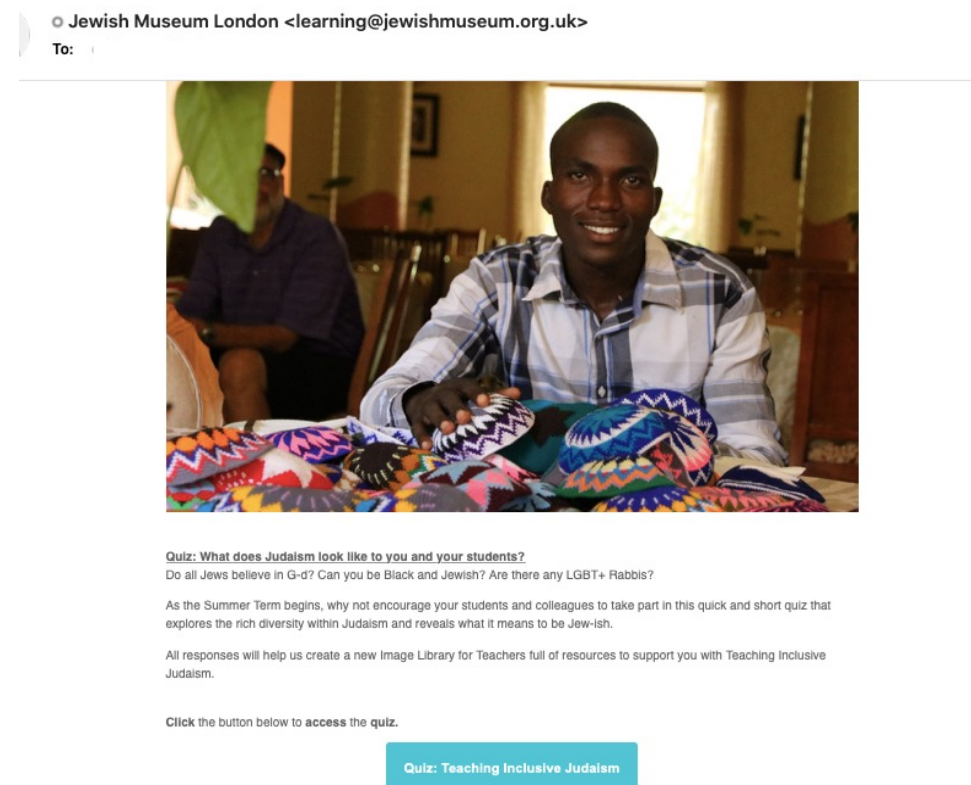
We will continue to promote the *Inclusive Judaism* Project in our Teachers and School Newsletter which get sent out on a weekly basis and reach 638 teachers across nationally.

- **Teachers Events**

The Museum Learning Team continues to train teachers on best practice in teaching Judaism. As part of these training opportunities, we promote the *Inclusive Judaism Project* – encouraging teachers to participate the pilot of this project in the Summer Term and other evaluative pieces that are part of the project

- **Teachers CPD and School Workshops**

Images from the *Inclusive Judaism Project* will be embedded into our Teacher CPD Sessions and School Workshops.



Above: Schools Newsletter advertising the quiz for the Inclusive Judaism Project

4. How are you disseminating your project?

Website

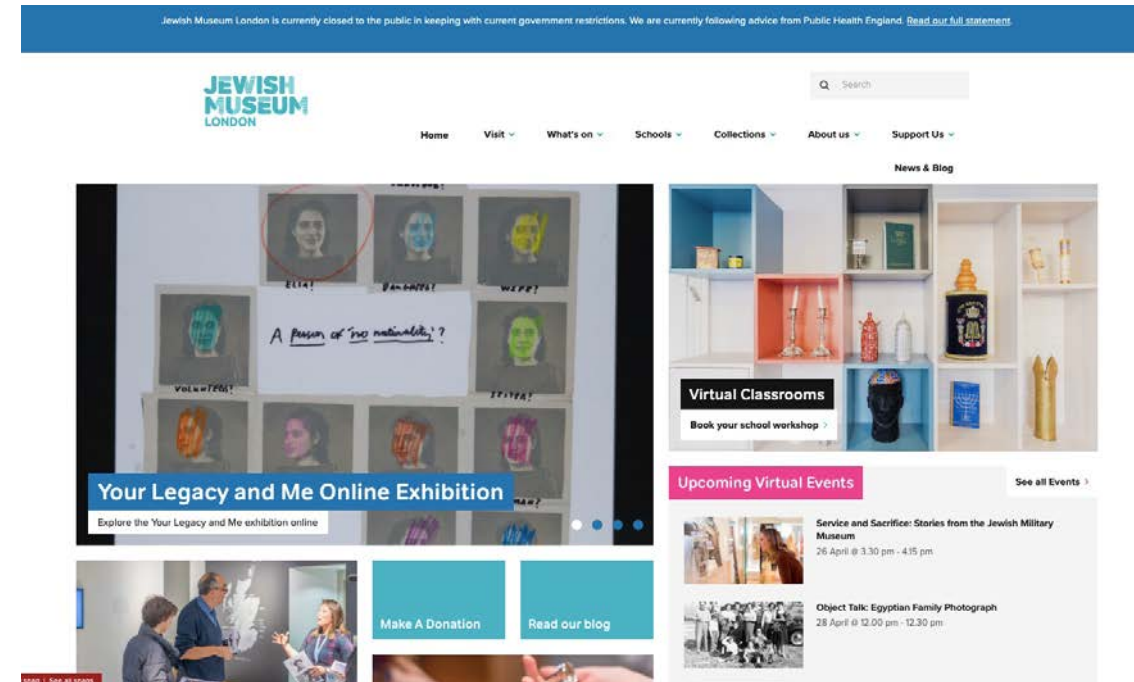
- The Inclusive Judaism will sit on the homepage of our website, for all to see the project. All *Inclusive Judaism* objects collected will be featured on the Image Library and also, embedded on our existing [Learning Portal](#) which has engaged over 44,000 teachers and students over the last year alone (May 2020 – April 2021).

Partnerships

Our range of intersectional Jewish community partners will also be sharing this project to their contacts and networks.

Sharing best practice in Museum Sector

Once project is officially launched, we hope to share best practice across the museums sector to inspire best practice in contemporary collecting, diversifying collections, and delivering inclusive object-focussed content to schools. We will share across museum platforms including GEM (Group for Education in Museums) and the Museum Association.



Above: *Inclusive Judaism* will sit on the museum's home page.

5. Contribution to furthering of Culham St Gabriel's Strategic Objectives

Promoting positive public perception of an education in religion and worldviews

The *Inclusive Judaism* Project is a vibrant, exciting contribution to education in religion and worldviews. In reaching out to intersectional partners and representing a diversity of Judaism in the images that we collect and use, we strive to highlight connections between Judaism and the individual, the student, the teacher.

All *Inclusive Judaism* Programming, from the online Image Library to the Teachers CPD, will reflect this vibrancy in the overall design and presentation.

Influencing government policy in supporting religion and worldviews, including the recommendations of the Commission on RE (2018)

The *Inclusive Judaism* Project is inspired on the recommendation of the Commission on RE. In the early stages of this project, we researched into the findings of this report to influence the diversity links and community partners we have reached out to – partners that represent a variety of religious practices, beliefs and worldviews. The *Inclusive Judaism* Project will equip teachers with resources that support the CoRE Report.

Advocating for the importance of a high-quality education in religion and worldviews within the education world

Through the *Inclusive Judaism* Project we will provide teachers and students with high-quality images and resources to support their understanding of Judaism. We will provide teachers with the literacy and training to best communicate the rich diversity and intersectionality of Judaism in their classrooms.

5. Contribution to furthering of Culham St Gabriel's Strategic Objectives

Developing excellent leadership and teaching of religion and worldviews

The Jewish Museum London hosts an award-winning Learning Programme as winners of the Sandford Award and Learning Outside the Classroom badge holders. Through the *Inclusive Judaism Project*, we continue to strive to use our expertise and specialism to further our high standard of education in religion and worldviews within our Teachers CPD, Learning Websites, School Workshops.

Facilitating the Religion and Worldviews community to work more cohesively.

We have reached out to a range of intersectional Jewish partners including orthodox Jewish synagogues, secular humanistic Jewish communities, LGBTQ+ Jewish Networks, Black Jews, Sephardi Jews and Mizrachi Jews – to name a few.

The *Inclusive Judaism* project will give a space to all of these Jewish religious and worldviews communities to share a platform and be represented holistically and cohesively. On our *Inclusive Judaism* Image Library, teachers and students will be able to learn about and use images from all of these communities in their teaching on Judaism.

6. Learning points for you and/or Culham St Gabriel's

1. Museum Collection is not built for diversity and needs drastic change

There is an evident lack of diverse images in our collection – particularly, contemporary representations. When we do come across diverse images in our collection, they are often inaccessible and poorly labelled.

2. Teachers need more support to gain confidence in teaching inclusive Judaism

Evaluation shows that teachers are neither aware of the rich diversity in Judaism nor do they have confidence to communicate that diversity in their classrooms.

3. Jewish community welcome this project

Our community partners acknowledge the lack of honest representation of the Jewish community and welcome a change. They are keen and willing to get involved.

7. Next Steps for your project

May	June	July	August	September
<p><u>Partners/Contemporary Collecting</u></p> <ul style="list-style-type: none"> • Partner image submission • Staff Literacy Training <p><u>Website</u></p> <ul style="list-style-type: none"> • Staging site finalised • Staging site updated • Update website • Add images to site <p><u>Teacher CPD</u></p> <ul style="list-style-type: none"> • Create PowerPoint presentation for Teachers CPD 	<p><u>Partners/Contemporary Collecting</u></p> <ul style="list-style-type: none"> • Partner image submission • Staff Literacy Training <p><u>Website</u></p> <ul style="list-style-type: none"> • Finalise Evaluation • Website design finalised <p><u>Teacher CPD</u></p> <ul style="list-style-type: none"> • Market Teachers CPD • Evaluation Finalised 	<p><u>Partners/Contemporary Collecting</u></p> <ul style="list-style-type: none"> • Partner image submission • Staff Literacy Training <p><u>Website</u></p> <ul style="list-style-type: none"> • User test website • Evaluate website (<u>pilot CPD</u>) <p><u>Teacher CPD</u></p> <ul style="list-style-type: none"> • Pilot Teachers CPD • Analyse Evaluation • Update Accordingly 	<p><u>Partners/Contemporary Collecting</u></p> <ul style="list-style-type: none"> • Final website updates • Expand website – include Partners Page <p><u>Teacher CPD</u></p> <ul style="list-style-type: none"> • Markets Teachers CPD 	<p><u>Partners/Contemporary Collecting</u></p> <ul style="list-style-type: none"> • Market Image Library <p><u>Teacher CPD</u></p> <ul style="list-style-type: none"> • Market CPD • Deliver Teachers CPD <p><u>Website</u></p> <ul style="list-style-type: none"> • Officially launch <i>Inclusive Judaism</i> page • Market Image Library

8. How are you working to ensure your project is sustainable in the long-term?

- All parts of the *Inclusive Judaism* Project will be permanently embedded into our museum programming and practice.
- All images collected from our Jewish community partners will become permanent parts of our collection. They will continue to be used in our Teachers CPD, Image Library and much beyond. As a Museum Team, we stand on our collection to tell stories of Jewish history and life to our learning audiences and wider museum audience. Having these images will continue to transform the stories that we tell and how people understand Judaism, in all its diversity.
- This project has great scope to expand over time. We have an allocated list of potential partners that we hope to continue to reach out to as this project continues to grow. The *Inclusive Judaism* Image Library and web pages have also been specifically built to allow for the growth of this project.