

*Portraits of Jewish Learning:  
Viewing Contemporary Jewish Education Close In*

**Discussion Questions**  
Chapter 7: Growing Madrichim

1. Two meta-questions raised in *Portraits of Jewish Learning* are:
  - a. What *is* Jewish learning?
  - b. How is contemporary Jewish education “reinventing” itself to become responsive to the needs of Jewish learners in the 21<sup>st</sup> Century?

In what ways does the portrait of *madrichim* in Chapter 7 help to shape your responses to these questions?

2. In Chapter 7, Stefani Carlson describes what education theorist Miriam Raider-Roth calls a “relational learning community” (RLC). What elements of the RLC presented in Carlson’s portrait of learning might benefit your school or synagogue? What barriers would have to be overcome to implement such a practice?
3. Mike and Jacob, the *madrichim* depicted here, demonstrate different interests and stances toward learning. Nonetheless, in Carlson’s view, both boys “grow” as learners and as teachers. What stands out about these students’ experiences that is relevant to teens in your school or synagogue?

4. As you read this portrait, did anything surprise or concern you? What questions would you like to ask the author?

5. In her overview of the portraits in this book, Sharon Feiman-Nemser points to “the indispensable role of the Jewish educator” in promoting high-quality progressive Jewish learning experiences. What are some takeaways from the portrait in Chapter 7 that would be useful for Jewish educators and Jewish education policy makers in your community?

