

Communicator Role in The RE-IMAGINE Project

The Role of the Communicator

- Work with the Leadership Team to create a plan – list out audiences, think through a plan for each audience – message, timing, messenger
- Make sure that communication is happening
- Begin to get on calendars
- Refine the elevator speech – what are ideas that can be added? Work with the Task Force to continually update this message

Ideas for Communicators

Bulletin articles and other written communications

- Make it regular so that people start to look for it
- In the beginning, communicating purpose and process then moving to ideas and results as the project progresses

Hallways and bulletin boards

- What is The RE-IMAGINE Project?
- Who is involved?
- The RE-IMAGINE Project question of the month with ability for congregants to respond

Bringing together groups

Here are some good exercises to do with other audiences. You probably should wait until you've test-driven any of these with the Task Force before you try them on another audience.

Board, Religious school committee, Teachers

- Jewish Artifact
- Memorable Jewish Learning
- Ways of Learning
- Unwritten Assumptions
- Significant issues
- Avot text study
- Hatikvah as a vision statement

Parents In an open forum

- Memorable Jewish Learning



The RE-IMAGINE Project of Los Angeles • A project of the Experiment in Congregational Education (ECE) • In Partnership with the Bureau of Jewish Education

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- Significant Issues

A Note on Surveys

The RE-IMAGINE Project strongly discourages the use of surveys at this stage in this work:

- They put the Task Force in a consumer mentality, trying to satisfy the customer instead of engaging people to imagine a different future for their collectively owned community
- They assume that the respondent already has a basic understanding of the issues or questions OR they are very limited in what they ask
- They often focus on the respondent's experience – the current programming – as opposed to what could be
- They are very difficult to do well and often can lead to misleading result



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Task Force Chair Role in The RE-IMAGINE Project

During a Task Force Meeting

1. Keep the big picture in mind
 - Read ahead and know where you are going
 - Focus on key messages and takeaways from exercises and reinforce these, working with other Leadership Team members to make sure you aren't stepping on someone else's role
 - Keep an eye on the very long run for lasting, bold change
2. Notice who is participating too much and not enough
 - Encourage those who need encouragement
 - Contain those who need to quiet down
3. Model
 - Partnership – look for key moments to get your rabbi and educator into the discussion
 - Collaboration – allow for dissent and disagreement but also know when to call an end to a conversation
 - Learning Community – make sure that text study stays on the Task Force agenda and on the Leadership Team agenda
 - Sacred Community – allow for trust building and community building time in meetings, particularly connection and reflection

Before and After Task Force Meetings

1. Advocate
 - To Task Force members
 - To the congregation
 - To the Board



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2. Model

- Learning community
- Partnership
- Collaboration

3. Manage

- How are we doing?
- How could we do better?

4. Build relationships

- With other Leadership Team members, particularly the rabbi and educator
- With your consultant
- With stakeholders



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Educator Role in The RE-IMAGINE Project

Develop partnerships

With lay people

- People who help to shape and believe in the vision
- People who are willing to help you make it happen

With your rabbi(s)

- Have someone with whom to discuss nascent ideas and to experiment
- Create a shared vision for children's education
- Consider linking the vision to other parts of the congregation

Questions about Partnerships

- What are some partnerships that have worked well for you in the past?
- What is the benefit of a partnership when you are trying to make transformative change?
- What is the cost of a partnership when you are trying to make transformative change?
- What are some techniques for developing partnerships?

Exercise educational leadership

- Begin to develop your own ideas for children's education
- Focus on the big picture

Questions about educational leadership

- What is the difference between administration and leadership?
- What are the costs and benefits of each?
- How can you develop your own vision for where you would like to see your education program go?



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In Task Force and Leadership Team Meetings

- You don't have to have all of the answers
- Give lay people a chance to explore and take ownership
- Listen and adjust your own vision
- Reinforce the messages that fit with your vision
- Don't get defensive!

Overall Questions

- How have you already been playing this role?
- What adjustments do you think you need to make?
- What opportunities lie ahead for you to play this role?
- What is your biggest fear about the project?
- Who can you rely on for help?



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Facilitator Role in The RE-IMAGINE Project

1. Keep the big picture in mind
 - Read ahead and know where you are going so that you can fully understand the context of each exercise
 - Focus on key messages and takeaways from exercises and reinforce these, working with other Leadership Team members to coordinate your efforts
 - Keep an eye on the very long run for lasting, bold change
 - What do you want each Task Force member to know, do, feel, or believe at the end of each exercise? Contact your consultant if you have questions about an exercise
2. Make sure the details get handled
 - Read through the meeting guide ahead of the Leadership Team meeting and make sure that you understand each exercise and the choreography
 - Work with your consultant to see if there is a way to better tailor the exercise to your congregation
 - During an exercise...
 - Keep an eye on the time
 - Make sure that there is a solid introduction and a wrap up that touches on the big ideas expressed
 - Look for people who are uncomfortable participating and encourage them
 - Contain people who dominate the conversation
 - Are people always breaking into the same pairs or small groups? Mix it up
 - Look for ways to refer back to previous discussions or think ahead to ways to refer later to the current discussion
 - See Facilitation section in the Guidebook
3. Prepare to facilitate or coach others to facilitate each exercise
 - Check with your consultant for things to anticipate in each exercise including the main messages of each exercise, options for handling the facilitation, what to emphasize
 - Work with the Leadership Team to decide who should facilitate each exercise
 - Work with each person who is facilitating to make sure that they are prepared



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