

MATANEL FOUNDATION

ACTIVITY REPORT

Program:

Year:

Please present your activity report according to the following lines. The whole rapport will not exceed 2 or 3 pages (as word document).

Name of the Program: Consultant for Jewish Education for the Jewish School in Warsaw

Year of activity: 2024-25

Name of the report's writer: Michael Schudrich

Function of the report's writer: Chief Rabbi

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Website / Facebook address of the organization:

Number of active participants in the program: 250+

Estimated number of impacted participants: 250+ plus their families

Give the actually state of the program (where the program stands at the date of the activity report, no more than ten lines):

Rabbi Shmuel Afek has been working in our Jewish school, Lauder Morosha School, for more than two years. His goals are:

1. To better integrate Jewish studies and values throughout the entire curriculum ie. Not only in "Jewish Subjects" but to include Jewish mitzvot and values in all subjects.
2. To better acquaint all teachers with Judaism and Jewish practice. Many of our teachers are not Jewish and there is a real benefit for them to understand and appreciate Judaism.
3. To work with the curriculum to upgrade the manner in which Judaism is taught and to improve pedagogical methods used in the classroom. It is not just giving over information but also motivating and exciting the students about what they are learning

The main success of the program is having Shmuel Afek as our consultant. Shmuel brings decades of experience as a Jewish Day school teacher and a sensitivity for the Polish Jewish community. This is a unique combination which has brought us great advancement and success.

The main achievements during the last year of activity (main achievements, number of events, number of participants, etc.):

During this reporting period, my work combined on-site visits with ongoing remote support to strengthen the school's educational programs, staff development, and community engagement. While on site, I helped plan and participated in LIMUD Warsaw, which was hosted at the school, including teaching a class on Daf Yomi. I established connections with the growing community of Israelis in Warsaw, particularly parents of Morasha pupils, identifying challenges related to school integration and Polish language acquisition, and joined the community's WhatsApp group to advocate for the school and strengthen relationships. I also met with Miryam Singer to discuss future cooperation and arranged for a school visit while classes are in session. Additional on-site work included completing the collaboration with Oranim on the development of a Shabbat curriculum, meeting with Elan Z. to explore cooperation with PJ Library and the transfer of PJ Library books to the school library, organizing the shipment of new school textbooks to stakeholders, observing Judaic studies classes, meeting with teachers, and providing ongoing support to the Head of School. I also facilitated a professional development workshop for the teaching staff on Pesach, with particular emphasis on the Seder, enabling teachers to deepen their understanding of the Jewish experiences of their pupils both in school and at home.

Between site visits, my work focused on following up on previous initiatives and preparing future ones. I held scheduled Zoom meetings with the School Director approximately once every three weeks to review developments, address emerging challenges, and provide consultation, supplemented by continuous communication via email, WhatsApp, and additional Zoom meetings as needed while school was in session. During this period I continued to work closely with the author of the new Jewish Tradition workbooks for Grades 6 and 7, providing editing, feedback, and consultation throughout the writing process. Our ongoing discussions also addressed teacher recruitment, personnel matters, and initiatives to strengthen the school's long-term financial sustainability.

The accomplishments of the March site visit were the result of extensive preparation carried out during the preceding months. After developing a strategy to establish partnerships between Morasha and Judaic Studies departments at Polish universities, I met with faculty members at the Jagiellonian University in Kraków to begin formulating a formal cooperation plan. This initiative has already produced practical results through contact with a graduate of the university's program who is able to assist Israeli children newly arrived in Warsaw with learning Polish, an essential step toward successful integration into the school community. Supporting the integration of non-Polish-speaking pupils remains an important component of my work. During this period the school also established connections with two new Judaic studies teachers who are expected to begin teaching in the 2025–26 school year. Throughout both the on-site and remote phases of my work, I continued to advise the school on curriculum development, teacher support, community outreach, and strategic planning, helping to strengthen both the educational program and the school's capacity for long-term growth.

The evaluation (methodology, results, comparisons with the precedent year, conclusions for the future...):

Provisional guide lines for the advancement of the program in the next year:

Provisional Guidelines for the Advancement of the Program in the Next Year
The coming year's work should build upon the strong foundations established during the current reporting period by emphasizing sustainability, institutional capacity, and measurable educational outcomes.

1. Strengthen Human Resources

Formalize cooperation with Jagiellonian University and other academic institutions to create a sustainable pathway for recruiting future Judaic Studies teachers and educational interns. Continue identifying and mentoring new teaching staff while supporting the professional growth of existing faculty through classroom observation, workshops, and individual coaching.

2. Support the Integration of Israeli and Non-Polish-Speaking Pupils

Develop a structured support program for newly arrived Israeli families, with particular emphasis on Polish language acquisition and social integration. Strengthen communication with the Israeli community in Warsaw through regular outreach and collaboration with parent networks.

3. Continue Curriculum Development

Complete the development, implementation, and evaluation of the new Jewish Tradition workbooks for Grades 6 and 7. Assess the implementation of the Shabbat curriculum developed with Oranim and identify opportunities to extend similar curriculum development projects to additional areas of Jewish learning.

4. Expand Teacher Professional Development

Continue regular workshops that deepen teachers' understanding of Jewish traditions, holidays, and educational methodology. Encourage collaborative planning among teachers to promote consistent educational standards across grade levels.

5. Strengthen Educational Resources

Complete the integration of PJ Library resources into the school library and encourage their systematic use in classroom instruction and family learning.

Continue reviewing and updating teaching materials to ensure they support the school's educational objectives.

6. Maintain Ongoing Strategic Support

Continue the established model of combining periodic on-site visits with regular online consultation. Scheduled meetings with school leadership should remain an important mechanism for monitoring progress, addressing emerging challenges, and supporting strategic decision-making throughout the year.

7. Develop Clear Measures of Success

Introduce practical indicators to evaluate the impact of the program, such as:
o successful recruitment and retention of qualified teaching staff;

- o progress in the integration of Israeli pupils;
- o implementation and classroom use of new curriculum materials;
- o teacher participation in professional development;
- o growth in community engagement and partnerships.

These priorities will enable the program to move from strengthening individual initiatives toward building enduring institutional capacity. The emphasis should remain on creating sustainable partnerships, improving educational quality, supporting the school's diverse student population, and establishing systems that will continue to benefit the school well beyond the current funding period.

Please join the Evaluation Report, the Financial Report and the list of the participants to the program (**as PDF documents**)

Evaluation

The activities undertaken during this reporting period demonstrate continued progress in strengthening the educational, organizational, and community dimensions of the school. A key feature of the methodology was the integration of intensive on-site visits with structured remote follow-up. Regular consultation with the School Director through scheduled Zoom meetings, supplemented by ongoing communication via email and WhatsApp, ensured that initiatives launched during site visits were sustained and adjusted as needed between visits. Several tangible outcomes were achieved. Partnerships with the Israeli community in Warsaw were significantly expanded, providing the school with stronger connections to potential and current families and creating new avenues for addressing the integration of Israeli pupils into the school community. Initial collaboration with Jagiellonian University has progressed from concept to implementation, resulting in the identification of a qualified graduate who can immediately assist Israeli children in acquiring Polish language skills. The school also strengthened its Judaic Studies program by establishing relationships with two new teachers expected to join the staff in the coming school year. Progress was also made in curriculum development through the completion of the Shabbat curriculum project with Oranim and the continued development of new Jewish Tradition workbooks for Grades 6 and 7. Professional development for teachers, classroom observations, and ongoing mentoring contributed to improving instructional quality and reinforcing the school's educational mission. Additional initiatives, including cooperation with PJ Library and support for school resources, further enhanced the educational environment. Compared with the preceding year, the work reflects a greater emphasis on building sustainable institutional partnerships, developing long-term educational resources, and strengthening community engagement rather than focusing solely on immediate operational support. The establishment of external partnerships, expanded outreach to Israeli families, and continued investment in curriculum development represent important advances in creating structures that will continue to benefit the school beyond the reporting period.

Looking ahead, priorities should include formalizing cooperation with Polish universities to create a sustainable pipeline of future educators, expanding support

systems for non-Polish-speaking pupils and their families, completing and implementing the new curriculum materials, continuing professional development for teachers, and maintaining the close pattern of consultation with school leadership. These initiatives will help consolidate the progress achieved during this reporting period and contribute to the school's long-term educational and organizational sustainability.

Please join photos – as **JPG files** – and any link or any other document connected to the program which will seem to you relevant – as **PDF document**.

Please join a 5 minutes movie which presents your institution and the particular project supported by the Matanel Foundation. The movie should be accessible to the philanthropic world and to other potential donors.