George Washington University proudly houses the Mayberg Center for Jewish Education and Leadership. The Graduate School of Education and Human Development at the University of Pennsylvania is home to the Mayberg Center for Jewish Education and Leadership. The Mayberg Center is dedicated to the belief that education is a key to creating a more just and equitable world. The Center's mission is to advance the field of Jewish education by fostering a community of scholars, practitioners, and educators who are committed to the values of Jewish tradition, social justice, and educational excellence.

**An Unbelievable Experience**

Most unusual job you’ve ever had

My dream is that everyone in the classroom will feel empowered to share their thoughts and ideas. I guided school groups in Supreme Court case simulations. It was an amazing experience to see how much enthusiasm students had for learning about the legal system.

**Vulnerabilities in the Classroom**

I think about the intersections of Judaism, spirituality, and social justice, and how they can be integrated into the classroom. For example, I reflect on my childhood and the social justice issues that I encountered. I work with teachers to help them create empathic classrooms. The mystical notion of “tzimtzum,” self-contraction, means that the teacher must be respectful of the student’s need for self-regulation. This means that we as teachers must model reasonable risk-taking and accountability as a result of this connection so that feelings translate into actions.

**Responses to Misbehavior with Empathy**

Dr. Brown shared two Biblical stories depicting Joseph’s behavior towards his brothers: the story of Joseph’s kindness to his brothers and the story of Joseph’s vengeance. The video of Dr. Brown’s ELI Talk may be viewed here.

**The Empathic Classroom**

Dr. Erica Brown, in her talk “The Empathic Classroom,” shared with the audience how to create an empathic classroom. The mystical notion of “tzimtzum,” self-contraction, means that the student must be given the respectful space to finish a thought. Self-regulation is critical to the empathic classroom. The mystical notion of “tzimtzum,” self-contraction, means that the student must be given the respectful space to finish a thought. Self-regulation is critical to the empathic classroom. The mystical notion of “tzimtzum,” self-contraction, means that the student must be given the respectful space to finish a thought. Self-regulation is critical to the empathic classroom. The mystical notion of “tzimtzum,” self-contraction, means that the student must be given the respectful space to finish a thought. Self-regulation is critical to the empathic classroom. The mystical notion of “tzimtzum,” self-contraction, means that the student must be given the respectful space to finish a thought. Self-regulation is critical to the empathic classroom. The mystical notion of “tzimtzum,” self-contraction, means that the student must be given the respectful space to finish a thought. Self-regulation is critical to the empathic classroom. The mystical notion of “tzimtzum,” self-contraction, means that the student must be given the respectful space to finish a thought. Self-regulation is critical to the empathic classroom. The mystical notion of “tzimtzum,” self-contraction, means that the student must be given the respectful space to finish a thought. Self-regulation is critical to the empathic classroom. The mystical notion of “tzimtzum,” self-contraction, means that the student must be given the respectful space to finish a thought. Self-regulation is critical to the empathic classroom. The mystical notion of “tzimtzum,” self-contraction, means that the student must be given the respectful space to finish a thought. Self-regulation is critical to the empathic classroom. The mystical notion of “tzimtzum,” self-contraction, means that the student must be given the respectful space to finish a thought. Self-regulation is critical to the empathic classroom. The mystical notion of “tzimtzum,” self-contraction, means that the student must be given the respectful space to finish a thought. Self-regulation is critical to the empathic classroom. The mystical notion of “tzimtzum,” self-contraction, means that the student must be given the respectful space to finish a thought. Self-regulation is critical to the empathic classroom.

**Join Erica Brown and Sharon Blumenthal-Cohen for a Learning Session**

Join Erica Brown and Sharon Blumenthal-Cohen for a learning session on March 26, 2019. This session will explore the integration of philosophy, psychology, & Jewish texts as we define empathy.

**The Four Sons**

The four sons: the wise, the wicked, the simple, and the one who cannot speak at all. By providing safe spaces of care pedagogic strategies, we can extend the learning of the wise children, alter the perspective of the wicked, challenge the simplicity of the simple, and provide a voice for the one who cannot speak. Of the festivals of the Jewish year, none resonates more with my educator heart than Pesach. The Passover seder, and the Four Sons, is a powerful narrative that becomes more meaningful as we approach the end of the school year.

**Vulnerabilities in the Classroom**

When a social justice advocate and a political speechwriter talk about the intersections of Judaism, spirituality, and social justice, March 26, 2019. Join Erica Brown and Sharon Blumenthal-Cohen for a learning session on March 26, 2019. This session will explore the integration of philosophy, psychology, & Jewish texts as we define empathy.

**Vulnerabilities in the Classroom**

When a social justice advocate and a political speechwriter talk about the intersections of Judaism, spirituality, and social justice, March 26, 2019. Join Erica Brown and Sharon Blumenthal-Cohen for a learning session on March 26, 2019. This session will explore the integration of philosophy, psychology, & Jewish texts as we define empathy.

**Vulnerabilities in the Classroom**

When a social justice advocate and a political speechwriter talk about the intersections of Judaism, spirituality, and social justice, March 26, 2019. Join Erica Brown and Sharon Blumenthal-Cohen for a learning session on March 26, 2019. This session will explore the integration of philosophy, psychology, & Jewish texts as we define empathy.