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Metaphor and God

with Greg Beiles



The Lola Stein Institute
LEADERSHIP
IN EDUCATION

The Lola Stein Institute understands that inspired teachers are key to excellent education and that teachers need energizing opportunities, impassioned colleagues and wonderful materials. The Lola Stein Institute generates all three.

Food for Thought is an unprecedented professional workshop series created to share the Lola Stein Institute's accumulated knowledge in integrative education with educators worldwide and to show how these unique methods for integrative study, thinking skills and learning through the arts can be universally applied to benefit students at all schools. The Lola Stein Institute concentrates on the content and delivery of the best education.

Greg Beiles is the Director of Curriculum and Training at The Lola Stein Institute. Greg believes deeply that children are active builders of knowledge and empathy, and that a child's perspective is influenced more by the way in which learning is structured than by the specific content of the curriculum.

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Monday, September 22, 2008

5:30 - 8:30pm

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To Mange or Micromanage?

Mission Control

To manage or to micromanage, that is the question! As our children grow year to year we want to make sure they develop all the skills they need to be successful and content. Some parents prepare the road for their children. Some prepare their children for the road.

I remember very clearly the summer I turned 5. My parents had just painted and built shelves in the bedroom I shared with my younger sister. I had a new bedspread that was a beautiful shade of blue and just perfect for all my stuffed animals. I was thrilled.

One evening, my mother came in to read me a bedtime story and when she was finished she said: "Gail, you're getting to be a big girl now. You will soon be ready for grade 1. It will now be your responsibility to keep your bookshelves tidy and to make your bed."

My eyes widened in disbelief. Here was my mother trusting me with such an awesome responsibility and I didn't have a clue to even know where to begin. My mother must have sensed my unease because she quickly reassured me that she would be there to help.



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The next day dawned and I quickly forgot about my new responsibilities. I played vigorously all day long, barely stopping for a sandwich and a drink. When my parents did call me in that evening I breathlessly ran to my room, eager to tell my animals about my adventures, but where were they? Frantically I tugged at the sheets and spread until the animals tumbled to the ground.



"We can help our children by trusting in them to manage what is asked of them and by trusting in the system to help"

My books were also strewn on the floor and instead of feeling calm I became quite agitated. My parents looked into my room and quickly sized up the situation "Do you need help in fixing your bed and putting away your books?"

I numbly nodded that I did. It took weeks before I was able to achieve my goal. My parents praised my efforts and I kept at it. They trusted in my abilities and expected

me to be successful. They realized that this was a process and that I needed to take steps that were concurrent with my age and facility.

As the new school year beckons, we can help our children by trusting in them to manage what is asked of them and by trusting in the system to help. While our children need our support, they do not need us to micromanage their lives. Too much help actually hinders in the long term.

◆ **Gail Baker** is the Co-Founder of The Toronto Heschel School. She is currently Chair of the Presidium of Principals of Jewish Day Schools of the UJA Federation of Greater Toronto. Gail nurtures a career long passion for reaching and teaching to the essential individuality in each child. This has grown to a parallel commitment encouraging and refining the unique talents of each teacher on her team and beyond.

We must get into a routine of encouraging our children to figure out for themselves what to do and we must be confident that through effort and practice they will achieve. If they are disappointed with their teacher or upset because they are not in class with their current very best friend, the most helpful way to respond is to acknowledge their feelings and then tell them that we trust they will do their best to manage the situation.

After all, we want to raise healthy independent children who understand that success is not instantaneous and who can "dig deep" when the going gets tough.



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Editor's Desk

Habits steer our daily life. The mystery is to discern the direction we are heading.

A new school year provides perfect timing to look at patterns that influence how our children engage with school and, therefore, how they learn. This issue of "Leadership in Education" reflects on routines that help and quirks that hinder.

The word "habit" has both positive and negative connotations. A habit can be a custom, meaning a practice, a routine, a pattern and a tradition. A habit can also be a mannerism and refer to traits, peculiarities, idiosyncrasies, tendencies and pre-dispositions. The dilemma is to figure out which habits serve to advance learning and which get in the way.

As parents we all aspire to helpful behavioral patterns for the sake of our children. In this issue of our Lola Stein Journal our writers focus these patterns of behaviour; on what needs to happen to build a scenario which best promotes learning at school and good support at home. Are we as parents behaving at school and at home in ways that help are kids or are our routines adding to challenges they face?

Often we trot out sufficient sleep as key to ensuring children are ready to learn. Do we ever look behind this ideal of restful rejuvenation to see how the habit is nurtured? Do we connect the hectic pace hypnotically maintained by television and video games to our child's inability to relax into sleep after a long day? Have we resigned ourselves to their preoccupation with mass media because it provides us with an elusive bit of space for ourselves?



Could we somehow pursue evening peace in the house through soft music, longer discussion filled dinners, relaxed leafing through magazines or just hanging out chatting about whatever? Do we remember to prioritize the "skill to chill" and role model that peaceful easy feeling? It's tricky. We could try. They might sleep better.

Healthy food is also a prerequisite ingredient to a good day's work and a good night's sleep. The Canada Food Guide at www.hc-sc.gc.ca offers a wealth of information and the World Wide Web provides recipes to enchant fussy and easy eaters alike. Good food helps good conversation, good health and good times. We just have to school ourselves to take the time to make this a regular family routine. Again it's tricky, but we could try.

Read on and you'll begin to understand more about the thinking behind how to get the kids ready to learn.

◆ Pam Stein is the chair of The Lola Stein Institute and founding board member of The Toronto Heschel School. Her eldest three children are alumni, the fourth now in grade 5. She has collaborated on the Toronto Heschel team since 1996.



Shema': The Habit of Listening

Awe and Wonder

It is a virtue to speak well, but what does it mean to listen well? Listening is a habit of mind quite foreign to the bustle of our modern lives.

In the summer of 2007 I sat in the desert and listened. Travelling Israel with Jewish educators thanks to the Mercaz (1), we paused in the Arava, sat in silence and listened.



"In listening, we open ourselves to connections and ideas not previously considered."

At first, listening is not easy. One's mind fills the ears with the chatter of thoughts and concerns, but soon enough, the emptiness of the rocky desert absorbs these sounds and listening begins.

The most persistent sound was the rhythmic gusting of the wind: the desert taking deep strong breaths. There was the occasional rustle of the determined scrub; the skimming of grains of sand lifted by the wind; then, when the wind subsided, the deep silence of the mountains. When our group reassembled, we reflected on the text where the prophet Eliyahu hears G-d as *ā-ā āāā iā-* a still, quiet voice (2).

Too often education favours speaking over listening. We encourage students to express themselves, to find their voice. We focus on developing skills for oral expression and this is important, of course.

We must also remember that listening is a virtue and a skill, one of key habits of mind enabling us to learn deeply, to appreciate the world and to become ethical citizens. Listening must be developed and nurtured.

Judaism appreciates the critical role of listening. Twice a day we are encouraged to recite the Shema: "Hear, O Israel, HaShem is our G-d, HaShem is one." We utter this phrase in a hushed voice, intimately reminding ourselves to listen for the unity of reality.

In speech, we utter pre-formed notions, discrete ideas. In listening, we open ourselves to connections and ideas not previously considered. Torah recognizes the profound relationship between listening and deep understanding. When accepting the Torah at Sinai, the people of Israel declared, "āūōōā dīūō" meaning "first we will do, then we will hear". Hearing is interpreted here to mean



understanding. At the moment of truth, listening, hearing and understanding are one.

In educational theory, progressive constructivist thinkers connect knowledge to action, saying learning comes through doing. Judaism adds that learning comes also through listening. To help our children learn, we may do well to reflect on what kind of activities nurture listening as a skill and habit of mind.

Nature is one of the best places to encourage listening. Enjoy a hike in local ravine. Stop every now and then to listen to the ever deepening palette of sounds. Paddle a canoe to the quiet places where motor boats can't go. The sound of a paddle in lake water is sublime.

We also want our children to listen to others. Arthur Costa includes "Listening with Empathy and Understanding" in his list of "Habits of Mind". He describes listening as "devoting mental energy to another person's thoughts and ideas; mak[ing] an effort to perceive another's point of view and emotions" (3)

In our school programme we nurture the listening habit by creating opportunities for students to hear each others' thoughts, opinions, and creative work. In Civics students engage in democratic discussion and decision making, with classes structured to encourage active listening and the appreciation of others' ideas.

At home, simple practices can emphasize the value of listening. Ensuring equal air time at the dinner table is one. Another is to avoid interruption when someone is speaking.

From a Jewish point of view, knowledge and ethics are linked and listening is the root of both. We listen to learn and we listen to recognize the value of other people. The



modern Jewish philosopher, Emmanuel Levinas, identifies this in the rabbinic idea that we were all at Sinai. He writes,

"It is as if a multiplicity of persons... were the condition for... absolute truth, so that some facets would never have been revealed if certain people were absent from [hu]mankind... the uniqueness of each act of listening carries the secret of the text; the voice of Revelation, in precisely the inflection lent by each person's ear, (and each) is necessary for the truth of the Whole" (4)

Each of us hears in our own way. This is the true beginning of the search for learning. With a new year ahead, let us dedicate time to training our ears and to the gentle art of listening.

1. UJA/ Federation of Greater Toronto
2. (1 Kings) מלכים א' 19:12
3. Costa, A. and Kallick, B. (2000) Habits of Mind. A Developmental Series. Alexandria, VA: Association for Supervision and Curriculum Development
4. Emmanuel Levinas, "Revelation in the Jewish Tradition."

◆ Greg Belles is the Director of Curriculum and Training at the Lola Stein Institute. Greg believes children are active builders of knowledge and empathy, and that a child's perspective is shaped more by how learning is structured than by the specific content at hand.



What is Garbage? How we turn our students on to a subject that turns you off

Nurturing Nature in Our Children

From a very early age, we teach our children to know what garbage is. "Ugh!" we exclaim. "Put that in the garbage." And everyone quickly scans to locate the trash bin. It seems that everyone knows what garbage is. What's to discuss?

At The Toronto Heschel School, we think a great deal about garbage. Part of the committed educator's mandate is to inform students of the true meaning of "Garbage" in our lives.



We don't our Children's resources or Their time needlessly abandoned.

Garbage is a wasted hour or three in front of a television programme that promotes no values or bad ones. Garbage is gossip instead of quality conversation that probes ideas and new information. Garbage is words spoken without kindness. Garbage is the distortion of truth in the news, in advertising, by our peers.

Archeologists learn much from garbage. What people throw in their dumps reveals what they used and how they used it. Consider this generation's "garbage".

Will future investigation discover that we threw away

slightly used toys, tools and electronics? What will be thought of all the plastic, metals, glass and paper? Will others learn how we brought massive amounts of goods from far-away continents, at great expense to the environment and the world's limited resources, (like water from France)? Will we known as a wasteful civilization while people elsewhere lived in poverty?

Educators and parents need to raise the consciousness of the youth of this generation in the areas of value and waste. Students need to re-think and reflect on the subject of "garbage". Look in bins in the mall or your local park. Most of what you'll see in the garbage, isn't.

Part of our garbage talk at school is through the Waste Minimization efforts of our EcoTeam and the Energy Conservation goals we set by being an EcoSchool. Each year, staff, students and parent reps meet over "eco-reviews" to get a clear picture of our habits as a school community.

We develop an action plan. Our performance is evaluated by a group of Ontario EcoSchool adjudicators. They awarded us "Silver Status" for two years now.

We start educating our students very early to be global citizens (thoughtful Jewish citizens). The youngest learn about the brilliant human energy involved in creating a



can of Coke, a pencil, a piece of paper or our clothing. The Science strand for Grade One called "Matter and Materials" entails study of what objects is made of, their origins in the Creation and the respect deserved by natural resources. In Grade Two students encounter the notion that there is no such place as "away" in the phrase "throw it away".



This "garbage talk" is all a spiritual response.

By re-evaluating the definition of "garbage", one sees clearly what is and what is not trash. The Art Room displays our efforts at "Reducing" and "Reusing" school stuff. Shelves hold paper and containers previously used. Don't forget the "shmengies", the beautiful junk" discarded by others that finds new life in our students' artistic creations. In the Environment Room, cases of

paper stand ready for use on the other side and every classroom hosts "Recycling" bins, clearly labeled.

This "garbage talk" is all a spiritual response. Caring for the environment and taking responsibility for our actions are Jewish concepts deeply embedded in Jewish identity and expression.

We want our children to make informed choices; in how they behave and use their precious time. We want them mindful about garbage. We want quality not waste. We don't our children's resources or their time needlessly abandoned.

We say Reduce, Re-use, and Re-cycle. This applies on all levels all the time.

◆ Ellen Kessler is a Co-Founder of The Toronto Heschel School and leads its award-winning nature and ecological programme. Ellen is a math and science teacher who blends commitment to Jewish observance with her love for the natural world and for children.



Conditions for Learning

Vacations are over and again a new year begins. One of the secrets of The Toronto Heschel School's success lies in its very specific approach to learning. This dynamic propels the school's uniqueness.

Three important conditions are required for learning to occur. They are: motivation, concentration and success. There is no hierarchy among them and each depends on the other two.

The three conditions are not obscure academic notions, but practical patterns of behaviour to be followed by teachers and parents alike. The cooperative partnership of parents and teachers in education cannot be an empty slogan. It must be a consistent relationship based on mutual trust and reinforcement.

The first condition for learning to occur is motivation. A child is motivated when he or she anticipates each day of school with excitement and curiosity. Anticipation means that the child expects something to happen that will be valuable to him or her and is curious. Without motivation the student decides in advance there is nothing interesting in class for him or her. This stance undermines any teaching effort.

We don't need magic to instill curiosity. When we read a story to a child, interrupting the flow at a very exciting moment, we create curiosity and the anticipation for continuation. We see this method effectively used in comics, television sitcoms, and serial movies.

The students' curiosity must be raised in preparation for a



new unit, a new adventure, a new discovery, and a new day. Teachers and parents achieve this by exposing the discoveries to be found and the questions to be answered. The closer the questions are to students' everyday needs, the greater their motivation to plunge into study. Parents and teachers can lay out why the topic is relevant and valuable to their world. This integrates students' pursuits into their daily lives.

This is the intellectual part of motivation. Teachers and parents can bring additional examples of motivation and stimulation. Those who understand their children know what routines and what kind of questions work best.

There is also an emotional component to motivation. This is the great challenge of a school. Students will look forward to learning if it occurs in a safe and friendly



environment where they feel comfortable to experiment, succeed and also to err. To foster such an atmosphere throughout the year requires consistent work and the commitment of teachers and parents alike.

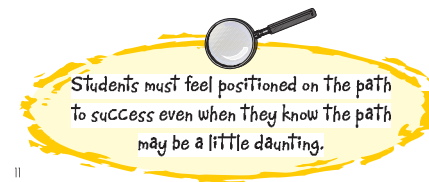
The comfort level requires acceptance of each individual child, while protecting the rights and the comfort zones of the remainder of the students. Acceptance of the person is the basic condition for his wish to improve. Parents should not have excessive expectations of children in the areas of their weakness, but love them for what they are.

We must eliminate phrases such as "you are lazy," "look how your brother/sister do his/her homework; learn from them." At The Toronto Heschel School teachers understand that the essential comfort level of each child precludes these toxic comparisons. At home parents also must keep each child safe from labels and comparisons.

The second condition of learning is concentration. If the student is distracted either by noise or visual stimulation, learning will not occur. Toronto Heschel teachers are trained to divert distraction and instill concentration. Classical music can be used to dilute distraction and simple Yoga techniques, where students learn how to "expel" extraneous thoughts from their minds, are also very useful.

The very setting and atmosphere of the classroom should be that of a sanctuary, a sacred precinct of learning, where only interactive conversation between teachers and students and students amongst themselves is tolerated. The opposite of interactive conversation is lecturing, sporadic unguided chatting or a lengthy conversation between teacher and student that does not concern the remainder of the class.

The third condition for learning is success. In some schools success is measured only by straight grades for academic achievement and this may lead struggling students to feelings of frustration and a self-image of outright failure. A sense of personal failure can eliminate the possibility of learning. Students fail to thrive when teachers or parents, whom they hold in respect, tell them they are unable to learn. We need to be aware that a positive self-image is a key ingredient for success.



Students must feel positioned on the path to success even when they know the path may be a little daunting. Every child has a few areas in which he or she is strong, if not in academics then in arts or sports or social interaction. Parents and teachers must acknowledge strengths first and provide the students with opportunities to shine in front of their peers. When children are successful and their true achievements are acknowledged, their belief in themselves as learners grows and their strengths will spread in new directions.

We need the conditions for learning - motivation, concentration and success - every day all the time. When the partnership of parent and teacher works best, these conditions appear as core values and the child reaps the reward.

◆ **Otto Baruch Rand** was a Co-Founder of the Toronto Heschel School. He served as the school's first Principal before his retirement to Mexico. His grandchildren are both school alumni and students today.



Why is This Year Different?

Reflections after the New Teacher Academy

The first day of school always excites me. It's a new start and a fresh beginning. Yet for me this year is different from all other years. This year as I start to teach, not only do I have one more year of teaching experience behind me, but I enter the class room as a graduate of Columbia University's New Teacher Academy. This year I feel I have with me a bag full of new teaching tools!

The New Teacher Academy guided me (and my nine colleagues) through a year long examination of professional strategies, methods and theories. The Academy gave me the opportunity to reflect on my performance as a teacher to date. The course gave me a year to focus on how to improve my teaching practice. This month, September, 2008, starting with Day One, I am finally able to put into action all the new tools I collected over the year.

The Academy gave me the opportunity to reflect on my performance as a teacher...how to improve my teaching practice.

My most treasured new tool will assist me in meeting the individual needs of my students. Each child is an individual who can benefit from particular personal interactions. A series of Academy sessions concentrated on ways to gain deeper understanding of any single



student in the class. I learned how to focus during my day on one student, to distinguish his or her personal profile from the group and to view the student through a variety of lenses. The process helps me understand my "focus student" in important new ways. I may have to hone in on more than one student at a time, but my differentiation strategy will be unique to each.

I want to allow each of my students to feel loved, to express power, to experience freedom and to have fun in the classroom? As suggested by Glasser Theory, I have learned to reframe my views when thinking about how a particular student's needs guide his or her personal behaviour and social interactions. If a student is being bossy towards his friends, for example, I am ready to offer him better ways to satisfy what may be his need for



power. I can redirect his assertiveness into more appropriate expression, such as having a special classroom job. I will try a variety of strategies until I get it right.

The Academy offered me new strategies to really capture students' skills and development.

The Academy offered me new strategies to really capture students' skills and development. When I assess my students, I will now be able to call upon an assortment of alternative approaches. Our group studied how to glean information from our students' achievements and their struggles and to capitalize on this insight to help move students productively along lines of growth. I learned how easy it is to regularly incorporate co-operative learning strategies, such as "think-pair-share", into my lessons as a more representative form of assessment.

There are so many channels through which children can communicate and this year I will use my students' natural strengths to help them learn. Informed by Professor Howard Gardiner's theory of multiple intelligences, I will take advantage of the many different pathways through which I can reach my students. Maybe I will teach language through music or science through movement. Perhaps I will have a student who is "body smart" and I will encourage her to act out a story as a way to help her retell it.

◆ **Nicole Bolitansky** has been teaching for 4 years, years at the Toronto Heschel School. This year she teaches SK.

All the different topics covered during the New Teacher Academy provide me with new ideas, new insight and fresh inspiration. As I set up my classroom in August, I began to put my new tools to use. I re-examined the physical set up of my class room and the structure of the day. I made decisions on how to refine my lesson plans and which methods of assessment I would use.

The New Teacher Academy was a valuable experience for me as a teacher and therefore for my students. This year with my new bag of tools, I am more ready than ever to reach every student, each in his or her own unique way.





Sudoku Levene... as if (part 3)

◆ This story is the second part of a continuing story. Read on to enjoy a sweet and agonizing soap opera and float through one family's saga.

The woman came twenty minutes late to her appointment with me, thinking maybe the teachers have time for leisurely conversations while heavenly messengers, some kind of malachim, taught the actual children.



"This woman was frantic and looking to me for answers."

What did she think? Were we back on the kibbutz trying to explain schedules to the muddy goats? Would I have to sit and hold her hand while my next class rolled their eyes and flexed their cell phones? I had a short ten minutes to talk with her now, and I could tell by the bloodshot eyes she would require at least a week to get her back on track.

Annoyance began building from the pit of my stomach, but it stopped on simmer, when I looked at her face and saw she looked so familiar. Her daughter's wide eyes looked out at me, a similarity of blue hue and rabbitiness blinking that got me curious. What had she said? Her little Sarah didn't talk to her? Ask yourself why, I thought. It's like looking in a mirror.

"I thought you could help me," she said in a little voice. Maybe a china doll would talk this way. "Sudoku doesn't speak."

Yes, yes, I nodded. She'd already told me this. At this rate, I'd miss two classes, and grades five and six would start

cell phone linkages that would reach critical mass and levitate the south wing of the school. Someone would call it a new version of Ezekiel and the kids would agree, smirking, preferring to connect to each other than to me.

Now she stopped and looked at me and again I was reminded of the girl. This woman was frantic and looking to me for answers.

"And I went to a lecture," she said abruptly, "and the speaker said that if children have five people in their lives who can model a life filled with Torah, they will have the guidance they need."

In a million years I didn't think she would say such a thing. Yet here she was, leaning forward with her glowing ember hair falling forward into her face. OK. So the grade fives would have to wait a few minutes. But still, what could I do?



"It is good for children to be surrounded by serious Jews." I said. Am I Hillel today? Will I be required to stand on one foot and sum up the whole of Judaism in a sentence?

"I thought you could tell me what I should do," she said, as though this was a reasonable request. What should she do? Now?



"My fellow teachers avoided my glance as I marched through the halls, hoping someone would rescue me."

When I left the kibbutz I turned around for one last look from the gate and saw everything I would leave behind. Can one minute change a life? I went forward because of the letters I had exchanged with my morah. But I wasn't my teacher Nechama and this woman really needed something.

"I have a class," I said. "You can walk me there."

It wasn't until I headed out into the hall that I realized it was Sarrah's Chumash class I was now teaching. Too late. Her mother had already stood up, swung her immense duffle bag purse onto her shoulder and fallen into step behind me.

What would the daughter say when her mother appeared at the door? What would the mother say when she saw her daughter in school coming in for a landing with her buzzing group of friends?

We walked through the halls like this, Mrs. Levene following me as though picking her way into my exact footprints. My fellow teachers avoided my glance as I marched through the halls, hoping someone would rescue me. Yes, I knew I was being followed by a child-sized parent, who had a fateful fall to her step like Yitzhak

following his father up the mountain.

I continued down the hall and then up the south staircase. Sarrah's red head was visible down the hall, but the mother's gaze was downward. It felt as though she knew she would never be able to raise her eyes and look at her daughter face to face.

These two were a linked pair, and they didn't know how to start, I thought. Not only could they not look at each other, they did not inhabit the same cosmos. What was I doing between them, like the ram offering itself for the sacrifice? Who had time for this? I had to give a talk to the children about how Avram and Ima Sarai left their homes today. Anyway I am not trained in family counseling!

I turned around and Mrs. Levene looked up to me in the crowded hall. No time for this, I was thinking. Then I saw she must have been crying as we walked, because her eyes looked wet. They sparkled like the early morning dew.

In that moment I could feel her sincerity like a desert hot chamsin wind and the love of this woman for her child filled the hall with light. In the crowded hallway she looked up at me like a door was opening and my heart went out to her.

Did Sarrah see it? She stepped back when she saw her mother and slipped into the room behind another girl. This would be a class to remember, I thought. And what would my Morah Nechama have done?

TO BE CONTINUED

◆ Marlee Pinsker is a teacher at Toronto Heschel since 1996. She has been telling stories forever and writing always. Her stories are published in collections and in her own anthology "In the Days of Sand and Stars". Marlee believes strongly that stories are vehicles for reflection as they allow the reader a private space to ponder the larger issues often sitting in unlit corners.



The Lola Stein Institute invites you to
nine professional enhancement workshops over dinner.

FOOD for THOUGHT

Learn, dine and digest it all !!

The workshops will be held monthly. Four workshops invite teachers from all elementary and junior high schools across Toronto and the GTA. Five are directed to Jewish educators in the day and supplemental school systems.

Metaphor and God Monday September 22, 2008

Do you find it challenging to help your students express themselves? Is it while discussing Jewish texts or when writing in language arts class? Learn how literary concepts like metaphors and poetic structures can be integrated with Jewish concepts and texts to enhance understanding. Leave with lessons you can use to develop your students' self-expression.

- ◆ Presenter: Greg Beiles
- ◆ Intended for Language Arts Teachers grades 4-8

The Beautiful Triangle Monday October 27, 2008

Let's help our students see math as something beautiful. Explore a unit that engages students in using their knowledge of angles and triangles to create geometric art. While best suited for students in grades 6 to 8, all math teachers will value model units that show how mathematics can be both a useful life skill and a way of expressing ideas and emotions

- ◆ Presenter: Daphnee Rosenwald
- ◆ Intended for Math Teachers

The Five Senses and the Five Books of Moses Monday November 24, 2008

What are the ingredients for a creative unit that teaches a Torah narrative in Hebrew? Mix songs, scripts, games, art, and puppets together and stir in an ethical theme. Learning from a model unit, you will understand the resources and steps needed to develop units based on the Five Books of Moses for your classroom.

- ◆ Presenters: Elissa Wolff
- ◆ Intended for Hebrew Teachers Grades 1-4

Write to Think Monday December 15, 2008

What strategies enable students to develop self-awareness as writers? Explore how writing notebooks, mini-lessons, strategy and guided lessons, conferring, mentor texts, and writing across genres can help students understand the writing process. Help students understand that "revising is rethinking."

- ◆ Presenter: Eli Savage
- ◆ Intended for all elementary and junior-high teachers

For more information or to register, www.lolastein.ca

Phone: 416.635.1876 ext. 658 Fax: 416.635.1800 819 Sheppard Avenue West, Toronto, Ontario M3H 2T3



Democratic Citizenship From a Jewish Perspective Monday January 26, 2009

How can Jewish sources foster civic responsibility within our students? Speeches, letters, Talmudic text and other primary sources offer opportunities for discussions on democracy and human rights. Think *Heal The World* and help students become active, democratic decision-makers in their community

- ◆ Presenter: Eli Savage
- ◆ Intended for Language Arts, Social Science and Rabbis teachers

A Critical Thinking Approach to Numeracy Monday February 23, 2009

How do we make sure that students truly understand the math they are doing while they are doing it? What effective strategies build mastery? When should we teach them? How can we get students to reflect on the strategies they choose? Participants will answer these questions and take home strategies and games ready for classroom use

- ◆ Presenter: Greg Beiles, Malka Regan
- ◆ Intended for: Math Teachers

Teaching Jewish Texts Through the Arts Monday March 30, 2009

How do the arts bring Jewish text to life? Find out how students can study original text through the integration of drama, script writing, music, and visual arts. The techniques

apply to many Judaic narratives. Explore them through a model based on Shemuel Alef/Bet and the Pesach Haggadah.

- ◆ Presenters: Greg Beiles, Ken Rabow and Ehud Viner
- ◆ Intended for Hebrew Teachers Grades 5-8

Social Studies Through the Arts Monday April 27, 2009

Are you ready for new ways to teach history, geography, and culture? Explore "The Spirit of Canada," a model unit where the student becomes a virtual tourist through Canada. Use this model to learn how to integrate song and art into social studies units that engage students in doing and presenting research

- ◆ Presenters: Betty Lazebnick, Edna Sharet
- ◆ Intended for General Studies Teachers

Ancient History and Me Monday May 26, 2009

How does our past inform the present? Explore a unit of history that focuses on the interface between the rise of Ancient Greece and the Jewish encounter with Hellenism. Discover how to use primary sources to connect tensions of the past to conflicts in today's world. Investigate how to structure a culminating task that allows for students to express and consolidate their learning.

- ◆ Presenter: Dana Cohen
- ◆ Intended for Language Arts and History Teachers Grade 4-8



The Lola Stein Institute
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in EDUCATION

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One of the mandates of The Lola Stein Institute is to publish and market exemplary texts and curriculum. Currently plans include the following publications:

- ◆ Ancient Civilizations; A Story for Young People
- ◆ The Living Haggadah
- ◆ The Judaic Arts Compendium
- ◆ The Beautiful Triangle

We offer you the opportunity to sponsor a publication to honour an individual or mark a special event or occasion.