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Subseries 1: Barry Holtz, 1988-2005, undated.

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BALFOUR HOUSE 741 HIGH ROAD LONDON N12 0BQ T: (0181) 446 1477 F: (0181) 446 1180 ~~14 May 1999~~



Mr Barry Holtz
Mandel Foundation
15 East 26th Street
New York
10010
USA

Dear Barry,

Thank you very much indeed for all you contributed to the Seminar for Headteachers of UK Jewish Day Schools held at Shepperton on 9th and 10th May.

I was very pleased to have the chance to listen to your exposition of pedagogical content knowledge and under your guidance to work through the exercise about Amalek and I enjoyed particularly your discussion inter alia of the issues of the Nobel prize winning physicist, horse-back tuition and the charismatic teacher.

I have absolutely no doubt that the headteachers present benefited greatly from these sessions.

I hope that we will have the opportunity to work together in the future.

With renewed thanks and all good wishes.

Yours sincerely,

Philip

Philip Skelker

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RESCUE & RENEWAL

Honorary Presidents: Chief Rabbi Dr. Jonathan Sacks, The Lord Sieff, OBE, MA. **Honorary Vice-Presidents:** Rosser Chinn, The Lord Levy, Sir Jack Lyons, The Lord Mishcon, QC, DL, Gerald M. Ronson, Cynil Stein. **President:** Sir Trevor Chinn, CVO.
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U.K.

May ~~8~~⁹, 19th, 10

Johnie Kestenbaum - UJIA

Jenny Ariel

Philip Skelton



School Leadership: primary schools
modern Ortho

Groups

PAG - leaders of Ortho + Reform → professional
educators

100 to

Head Tchrs [principals] Orth + Reform
16 who came for a week

11 Informal Educators

Tova Avi-Kremer

Investigating Teaching

Sunday, 9th May

- 10:30 a.m. Arrival and Registration, check in and tea/coffee
- 11:00 a.m. From Jerusalem to London – Philip Skelker & Tova Avihai Kremer
- 11:45 a.m. Introduction to the Seminar – Gail Dorph & Barry Holtz
- 1:00 p.m. Lunch
- 2:00 p.m. Investigation Teaching I: Inquiry and reflection, a strategy for improving teaching and learning - Gail Dorph & Barry Holtz
- 3:15 p.m. Break
- 3:30 p.m. Investigating Teaching II: Inquiry and Reflection continued
- 4:45 p.m. Tea
- 5:15 p.m. Learning Torah I: Megillat Ruth - Tova Avihai Kremer
- 7:00 p.m. Supper
- 8:15-10:30 Handmade Midrash: A strategy for enriching text teaching and learning
A strategy for building a learning community among teachersm - Gail Dorph

Monday, 10th May

- 8:00 a.m. Breakfast
- 9:00 a.m. Our learning and our work - Tova Avihai Kremer
- 10:00 a.m. Investigating Teaching III: Teacher Study Groups, a strategy for improving teaching and learning –
Gail Dorph & Barry Holtz
- 11:15 a.m. Break
- 11:30 a.m. Investigating Teaching IV: Teacher Study Groups continued –
Gail Dorph & Barry Holtz
- 1:00 p.m. Lunch
- 2:00 p.m. Learning Torah II: Megillat Ruth - Tova Avihai Kremer
- 3:15 p.m. Break
- 3:30 p.m. Summary and Conclusions - Philip Skelker & Tova Avihai Kremer
- 4:00 p.m. Dispersal

Dr. Barry Holtz

THE RELATIONSHIP BETWEEN SUBJECT MATTER AND TEACHING

Pedagogical content knowledge and Representations

Pedagogical content knowledge= the meeting place between knowledge of subject matter and knowledge of learners.

Exercise 1: What to teach and why?

- I. For the text below consider the following:
1. What do you find difficult or confusing in the text?
 2. What in this text will your potential students find difficult?
 3. What preconceptions (prior beliefs) will your potential students bring with them?
 4. What misconceptions (errors) will your potential students bring with them?
 5. What key ideas, practices, values would you want to teach those students about this text?

Remember what 'Amaleq did to thee by the way, when you were come out of Mizrayim: how he met thee by the way, and smote the hindmost of thee, all that were feeble in thy rear, when thou wast faint and weary; and he feared not God. Therefore it shall be, when the LORD thy God has given thee rest from all thy enemies round about, in the land which the LORD thy God gives thee for an inheritance to possess it, that thou shalt blot out the remembrance of 'Amaleq from under heaven; thou shalt not forget.

זָכוֹר אֶת אֲשֶׁר עָשָׂה לְךָ עַמְלֵק בְּדַרְךְ בְּצֵאתְכֶם מִמִּצְרַיִם: אֲשֶׁר
קָרַךְ בְּדַרְךְ וַיִּזְנֵב בְּךָ כִּלְהַנְחֹשְׁלִים אַחֲרֶיךָ וְאֵתָה עֵינָּה וַיִּגַע וְלֹא
יָרָא אֱלֹהִים: וְהָיָה כִּי־יִנְחַח יְהוָה אֱלֹהֶיךָ וְלֹךְ מִכָּל־אֹיְבֶיךָ מִסָּבִיב
בְּאָרֶץ אֲשֶׁר־יְהוָה אֱלֹהֶיךָ נָתַן לְךָ נַחֲלָה לְרִשְׁתָּהּ תִּמְחָה אֶת־
זְכַר עַמְלֵק מִתַּחַת הַשָּׁמַיִם לֹא תִשְׁכַּח:

מפטור

Deut. 25

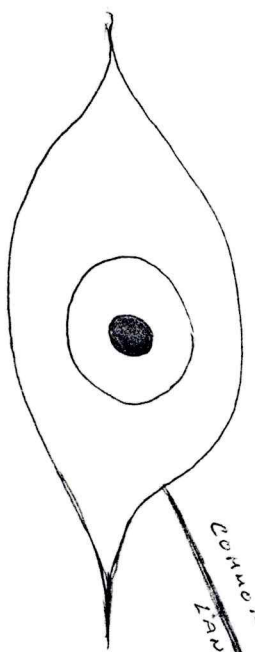
דברים כה

Exercise 2: Planning for Teaching: “Representing” the text

- II. What examples, analogies, anecdotes, stories, demonstrations, explanations, visual representations might you use to deal with what you discovered in Exercise 1. That is to:
- a) deal with the preconceptions/misconceptions
 - b) communicate the core of what you want to teach

FROM JERUSALEM TO LONDON

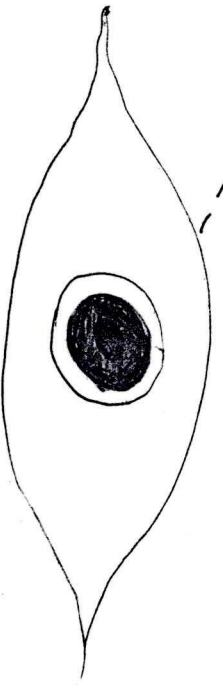
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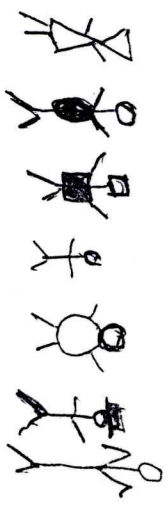
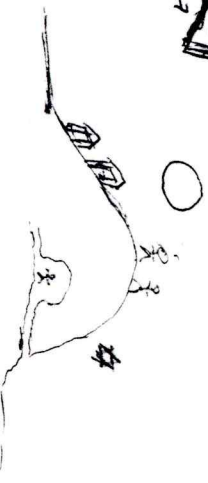
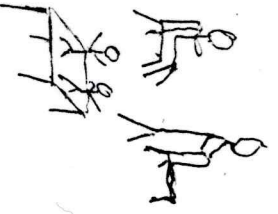
Common Language



L



Questioning Our Development as a group Individual Development.



Jerusalem

Education

February

Learning Torah → shared vocabulary

Thinking abt diff methods abt tchy J texts

e.g.: Esther Lopian →

Shmuel Afeck

Hewie Deitcher

ר"ח

"

2x expected

{ what's good tchy + learning
Video tapes
Curric. analysis
Orientations

Sheparton

40 minutes Heathrow

Sunday

11 AM - Welcoming

12 Noon First Session

1 - - Lunch

2 - ~~6:30~~^{4:30} - US Session 2

~~4:30~~^{5:30} - 6:30 - Tova or Ruthy

6:30 - Dinner

7:30 - 8:45 -

9 - - Handmade mitres

Monday

9 - Our Learning work

10:15 - 1 - Session 3

Barry Holtz

From: gzdorph[SMTP:gzdorph@mandelny.org]
Sent: Sunday, May 02, 1999 7:09 AM
To: CIJE#u#DOM.CIJE#u#PO.Tovah_Avihai_Kremer@mandelny.org
Cc: BHoltz@mandelny.org
Subject: re:seminar

Tovah,

In this seminar we will explore three related topics:

the role of images of teaching and learning in shaping teaching and supervision practices;

the nature of subject matter knowledge for teachers;

the importance of professional learning communities for improving teaching practices.

Current Interests:

Education. (Elizabeth Spencer, Sharon Margolis, Jean Shindler)

Integration of Jewish Education into National Curriculum. (Elizabeth Spencer, Linda Bayfield, Helen Glekin)

Links with Israel. (Elizabeth Spencer)

Different ways to learn Mishnah in the Primary School. (Linda Bayfield)

Principles and design of the Curriculum of the School. (Irene Kay, Rosalind Goulden, John Smartt)

Jewish Leadership and Education. (Helen Glekin, Sharon Margolis, Joan Brown, Rosalind Goulden, John Smartt, Norma Massel)

Holocaust Education. (Helen Glekin)

Jewish Music. (Helen Glekin)

Supporting Colleagues. (Joan Brown)

School Improvement. (Lesley Hagon)

Development of secular and Jewish Studies Curriculum. (Lesley Hagon)

Classroom Processes – Quality of Teaching. (Rosalind Goulden)

Teaching Hebrew and Torah. (Jean Shindler)

Adult Education. (John Smartt)

Management. (Norma Massel)

Improving Standards. (Norma Massel)



FAX

To: Dr Gail Dorph
Fax No: 001 212 769 1746 and 001 212 532 2646
cc: Tova Avihai-Kremer
From: Philip Skelker
Date: 16 April 1999
Pages: 11, including this cover sheet

Subject: Teacher Trainer Agency's Standards

I was very pleased to have the chance to talk to you and Barry earlier this week and I am looking forward to the seminar on 9th and 10th May.

I enclose a copy of The Training Agency's standards for the award of Qualified Teacher Status.

I am uncertain how much these will mean to you since you do not have access to the National Curriculum to which they refer, but the document should, nonetheless, give you some idea of the prescriptive framework which impinges on the headteachers you are working with in May.

The TTA's standards relate closely to the OFSTED inspection criteria.

All best wishes,

Shabbat Shalom.

PS. My e-mail address is philip@ujia.org

UNITED JEWISH ISRAEL APPEAL
BALFOUR HOUSE
741 HIGH ROAD
LONDON N12 0BQ
TEL: 0181-446-1477
FAX: 0181-446-1180
E-MAIL: central@ujia.org

docs/philip/99-04-16.mem

Standards for the Award of Qualified Teacher Status

1. Secondary

Those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they:

- i. have a secure knowledge and understanding of the concepts and skills in their specialist subject(s), at a standard equivalent to degree level to enable them to teach it (them) confidently and accurately at:
 - KS3 for trainees on 7–14 courses;
 - KS3 and KS4 and, where relevant, post-16 for trainees on 11–16 or 18 courses; and
 - KS4 and post-16 for trainees on 14–19 courses;
- ii. for English, mathematics or science specialists, have a secure knowledge and understanding of the subject content specified in the relevant Initial Teacher Training National Curriculum;
- iii. have, for their specialist subject(s), where applicable, a detailed knowledge and understanding of the National Curriculum programmes of study, level descriptions or end of key stage descriptions for KS3 and, where applicable, National Curriculum programmes of study for KS4;
- iv. for Religious Education (RE) specialists, have a detailed knowledge of the Model Syllabuses for RE;
- v. are familiar, for their specialist subject(s), with the relevant KS4 and post-16 examination syllabuses and courses, including vocational courses;¹
- vi. understand, for their specialist subject(s), the framework of 14–19 qualifications and the routes of progression through it;¹
- vii. understand, for their specialist subject(s), progression from the KS2 programmes of study;²
- viii. know and can teach the key skills required for current qualifications relevant to their specialist subject, for pupils aged 14–19, and understand the contribution that their specialist subject(s) make(s) to the development of the key skills;¹
- ix. cope securely with subject-related questions which pupils raise;
- x. are aware of, and know how to access, recent inspection evidence and classroom-relevant research evidence on teaching secondary pupils in their specialist subject(s), and know how to use this to inform and improve their teaching;
- xi. know, for their specialist subject(s), pupils' most common misconceptions and mistakes;
- xii. understand how pupils' learning in the subject is affected by their physical, intellectual, emotional and social development;

¹ This does not apply to trainees on 7–14 courses.

² This does not apply to trainees on 14–19 courses.

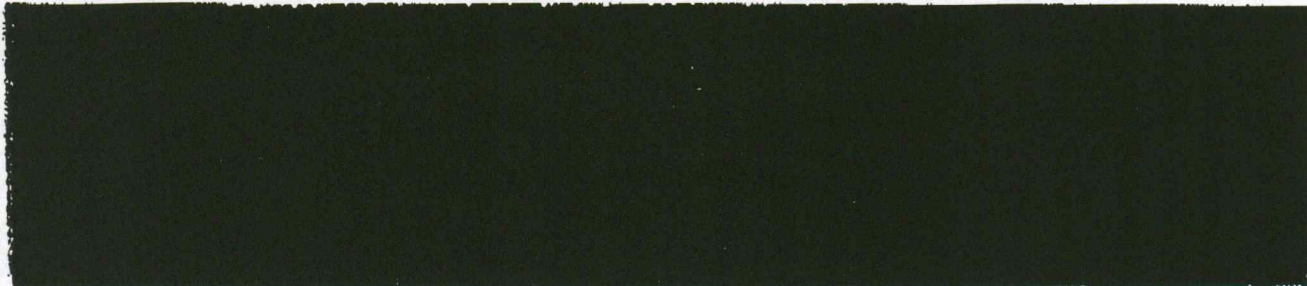
- xiii. have, for their specialist subject(s), a secure knowledge and understanding of the content specified in the ITT National Curriculum for Information and Communications Technology in Subject Teaching;
- xiv. are familiar with subject-specific health and safety requirements, where relevant, and plan lessons to avoid potential hazards.

2. Primary

For all courses, those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they:

- a. understand the purposes, scope, structure and balance of the National Curriculum Orders as a whole and, within them, the place and scope of the primary phase, the key stages, the primary core and foundation subjects and RE;
- b. are aware of the breadth of content covered by the pupils' National Curriculum across the primary core and foundation subjects and RE;
- c. understand how pupils' learning is affected by their physical, intellectual, emotional and social development;
- d. for each core and specialist subject³ covered in their training:
 - i. have, where applicable, a detailed knowledge and understanding of the relevant National Curriculum programmes of study and level descriptions or end of key stage descriptions across the primary age range;
 - ii. for RE specialists, have a detailed knowledge of the Model Syllabuses for RE;
 - iii. cope securely with subject-related questions which pupils raise;
 - iv. understand the progression from SCAA's *Desirable Outcomes for Children's Learning on Entering Compulsory Education* to KS1, the progression from KS1 to KS2, and from KS2 to KS3;
 - v. are aware of, and know how to access, recent inspection evidence and classroom-relevant research evidence on teaching primary pupils in the subject, and know how to use this to inform and improve their teaching;
 - vi. know pupils' most common misconceptions and mistakes in the subject;
 - vii. have a secure knowledge and understanding of the content specified in the ITT National Curriculum for Information and Communications Technology in Subject Teaching;
 - viii. are familiar with subject-specific health and safety requirements, where relevant, and plan lessons to avoid potential hazards;

³ A specialist subject may be one of the core subjects.



- c. for English, mathematics and science, have a secure knowledge and understanding of the subject content specified in the ITT National Curricula for primary English, mathematics and science;
- f. for any specialist subject(s), have a secure knowledge of the subject to at least a standard approximating to GCE Advanced level in those aspects of the subject taught at KS1 and KS2;
- g. for any non-core, non-specialist subject covered in their training, have a secure knowledge to a standard equivalent to at least level 7 of the pupils' National Curriculum. For RE, the required standard for non-specialist training is broadly equivalent to the end of Key Stage statements for Key Stage 4 in QCA's Model Syllabuses for RE.⁴

3. Additional standards relating to early years (nursery and reception) for trainees on 3-8 and 3-11 courses

Those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they:

- a. have a detailed knowledge of SCAA's *'Desirable Outcomes for Children's Learning on Entering Compulsory Education'*;
- b. have a knowledge of effective ways of working with parents and other carers;
- c. have an understanding of the roles and responsibilities of other agencies with responsibility for the care of young children.

⁴ Where providers offer more limited coverage of subjects than the required non-core, non-specialist subjects, e.g. a few hours of training in a foundation subject, safety training in PE and/or design and technology, the nature and extent of such training can be recorded on the newly qualified teacher's TTA Career Entry Profile.

This section details the standards which all those to be awarded Qualified Teacher Status must demonstrate, when assessed, in each subject that they have been trained to teach. For primary non-core, non-specialist subjects, trainees being assessed for Qualified Teacher Status must meet the required standards but with the support, if necessary, of a teacher experienced in the subject concerned.

1. Primary English, mathematics and science

For all courses, those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they:

- a. have a secure knowledge and understanding of, and know how and when to apply, the teaching and assessment methods specified in the ITT National Curricula for primary English, mathematics and science;
- b. have a secure knowledge and understanding of, and know when to apply in relation to each subject, the teaching and assessment methods specified in the ITT National Curriculum for Information and Communications Technology in Subject Teaching.

2. Primary and secondary specialist subjects

For all courses, those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they have a secure knowledge and understanding of, and know how and when to apply, in relation to their specialist subject, the teaching and assessment methods specified in the ITT National Curriculum for Information and Communications Technology in Subject Teaching.

3. Secondary English, mathematics and science

To be awarded Qualified Teacher Status specialists in secondary English, mathematics or science must, when assessed, demonstrate that they have a secure knowledge and understanding of, and know how and when to apply, the teaching and assessment methods specified in the relevant ITT National Curriculum.

4. Primary and secondary for all subjects

Planning

For all courses, those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they:

- a. plan their teaching to achieve progression in pupils' learning through:
 - i. identifying clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed;

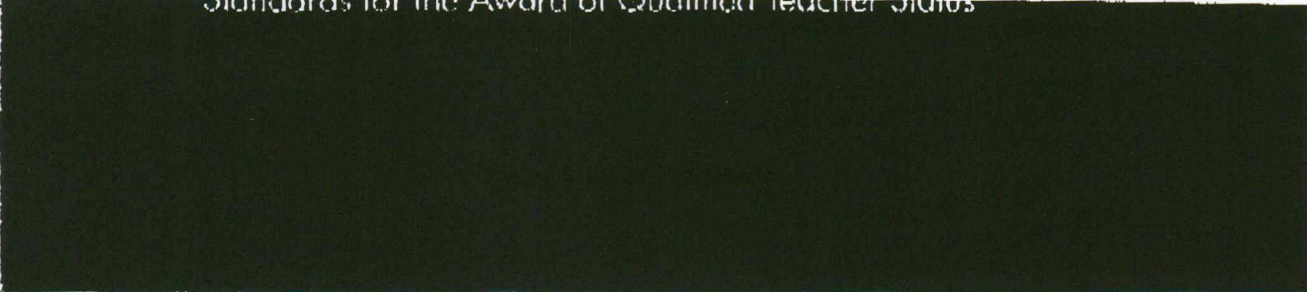
- ii. setting tasks for whole class, individual and group work, including homework, which challenge pupils and ensure high levels of pupil interest;
- iii. setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work;
- iv. setting clear targets for pupils' learning, building on prior attainment, and ensuring that pupils are aware of the substance and purpose of what they are asked to do;
- v. identifying pupils who:
 - have special educational needs, including specific learning difficulties;
 - are very able;
 - are not yet fluent in English;
 and knowing where to get help in order to give positive and targeted support;
- b. provide clear structures for lessons, and for sequences of lessons, in the short, medium and longer term, which maintain pace, motivation and challenge for pupils;
- c. make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons;
- d. plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development;
- e. where applicable, ensure coverage of the relevant examination syllabuses and National Curriculum programmes of study.

Teaching and class management

For all courses, those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they:

- f. ensure effective teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met, and best use is made of available teaching time;
- g. monitor and intervene when teaching to ensure sound learning and discipline;
- h. establish and maintain a purposeful working atmosphere;
- i. set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships;
- j. establish a safe environment which supports learning and in which pupils feel secure and confident;
- k. use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged through:
 - i. stimulating intellectual curiosity, communicating enthusiasm for the subject being taught, fostering pupils' enthusiasm and maintaining pupils' motivation;

- ii. matching the approaches used to the subject matter and the pupils being taught;
- iii. structuring information well, including outlining content and aims, signalling transitions and summarising key points as the lesson progresses;
- iv. clear presentation of content around a set of key ideas, using appropriate subject-specific vocabulary and well chosen illustrations and examples;
- v. clear instruction and demonstration, and accurate well-paced explanation;
- vi. effective questioning which matches the pace and direction of the lesson and ensures that pupils take part;
- vii. careful attention to pupils' errors and misconceptions, and helping to remedy them;
- viii. listening carefully to pupils, analysing their responses and responding constructively in order to take pupils' learning forward;
- ix. selecting and making good use of textbooks, ICT and other learning resources which enable teaching objectives to be met;
- x. providing opportunities for pupils to consolidate their knowledge and maximising opportunities, both in the classroom and through setting well-focused homework, to reinforce and develop what has been learnt;
- xi. exploiting opportunities to improve pupils' basic skills in literacy, numeracy and ICT, and the individual and collaborative study skills needed for effective learning, including information retrieval from libraries, texts and other sources;
- xii. exploiting opportunities to contribute to the quality of pupils' wider educational development, including their personal, spiritual, moral, social and cultural development;
- xiii. setting high expectations for all pupils notwithstanding individual differences, including gender, and cultural and linguistic backgrounds;
- xiv. providing opportunities to develop pupils' wider understanding by relating their learning to real and work-related examples;
- l. are familiar with the Code of Practice on the identification and assessment of special educational needs and, as part of their responsibilities under the Code, implement and keep records on individual education plans (IEPs) for pupils at stage 2 of the Code and above;
- m. ensure that pupils acquire and consolidate knowledge, skills and understanding in the subject;
- n. evaluate their own teaching critically and use this to improve their effectiveness.



5. Additional standards relating to early years (nursery and reception) for trainees on 3-8 and 3-11 courses

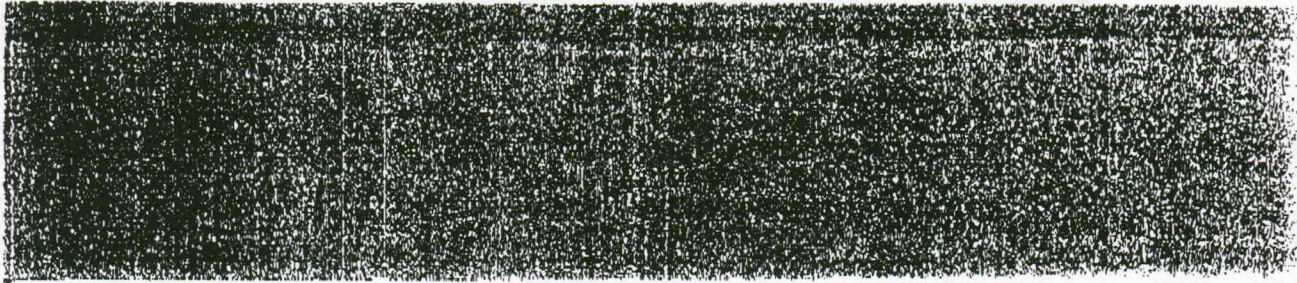
For all courses, those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they:

- a. plan activities which take account of pupils' needs and their developing physical, intellectual, emotional and social abilities, and which engage their interest;
- b. provide structured learning opportunities which advance pupils':
 - i. personal and social development;
 - ii. communication skills;
 - iii. knowledge and understanding of the world;
 - iv. physical development;
 - v. creative development;
- c. use teaching approaches and activities which develop pupils' language and provide the foundations for literacy;
- d. use teaching approaches and activities which develop pupils' mathematical understanding and provide the foundations for numeracy;
- e. encourage pupils to think and talk about their learning and to develop self-control and independence;
- f. encourage pupils to concentrate and persevere in their learning for sustained periods, to listen attentively and to talk about their experiences in small and large groups;
- g. use teaching approaches and activities which involve planned adult intervention, which offer opportunities for first-hand experience and co-operation, and which use play and talk as a vehicle for learning;
- h. manage, with support from an experienced specialist teacher if necessary, the work of parents and other adults in the classroom to enhance learning opportunities for pupils.

This section details the standards which all those to be awarded Qualified Teacher Status must demonstrate, when assessed, in each subject that they have been trained to teach. For primary non-core, non-specialist subjects, trainees being assessed for Qualified Teacher Status must meet the required standards but with the support, if necessary, of a teacher experienced in the subject concerned.

For all courses, those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they:

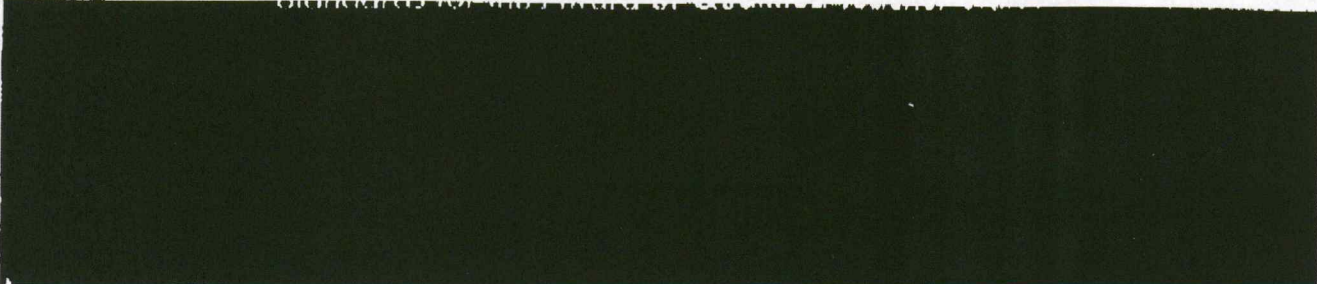
- a. assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching;
- b. mark and monitor pupils' assigned classwork and homework, providing constructive oral and written feedback, and setting targets for pupils' progress;
- c. assess and record each pupil's progress systematically, including through focused observation, questioning, testing and marking, and use these records to:
 - i. check that pupils have understood and completed the work set;
 - ii. monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning;
 - iii. inform planning;
 - iv. check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject;
- d. are familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents;
- e. where applicable, understand the expected demands of pupils in relation to each relevant level description or end of key stage description, and, in addition, for those on 11-16 or 18 and 14-19 courses, the demands of the syllabuses and course requirements for GCSE, other KS4 courses, and, where applicable, post-16 courses;
- f. where applicable, understand and know how to implement the assessment requirements of current qualifications for pupils aged 14-19;
- g. recognise the level at which a pupil is achieving, and assess pupils consistently against attainment targets, where applicable, if necessary with guidance from an experienced teacher;
- h. understand and know how national, local, comparative and school data, including National Curriculum test data, where applicable, can be used to set clear targets for pupils' achievement;
- i. use different kinds of assessment appropriately for different purposes, including National Curriculum and other standardised tests, and baseline assessment where relevant.



Primary and secondary

For all courses, those to be awarded Qualified Teacher Status should, when assessed, demonstrate that they:

- a. have a working knowledge and understanding of:
 - i. teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, issued under the School Teachers' Pay and Conditions Act 1991;
 - ii. teachers' legal liabilities and responsibilities relating to:
 - the Race Relations Act 1976;
 - the Sex Discrimination Act 1975;
 - Section 7 and Section 8 of the Health and Safety at Work etc. Act 1974;
 - teachers' common law duty to ensure that pupils are healthy and safe on school premises and when leading activities off the school site, such as educational visits, school outings or field trips;
 - what is reasonable for the purposes of safeguarding or promoting children's welfare (Section 3(5) of the Children Act 1989);
 - the role of the education service in protecting children from abuse (currently set out in DfEE Circular 10/95 and the Home Office, Department of Health, DfEE and Welsh Office Guidance 'Working Together: A guide to arrangements for inter-agency co-operation for the protection of children from abuse 1991');
 - appropriate physical contact with pupils (currently set out in DfEE Circular 10/95);
 - appropriate physical restraint of pupils (Section 4 of the Education Act 1997 and DfEE Circular 9/94);
 - detention of pupils on disciplinary grounds (Section 5 of the Education Act 1997);
- b. have established, during work in schools, effective working relationships with professional colleagues including, where applicable, associate staff;
- c. set a good example to the pupils they teach, through their presentation and their personal and professional conduct;
- d. are committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them;
- e. understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach;

- 
- f. understand their professional responsibilities in relation to school policies and practices, including those concerned with pastoral and personal safety matters, including bullying;
 - g. recognise that learning takes place inside and outside the school context, and understand the need to liaise effectively with parents and other carers and with agencies with responsibility for pupils' education and welfare;
 - h. are aware of the role and purpose of school governing bodies.

NOTES FOR PRESENTATION: SUBJECT MATTER AND TEACHING

Originally given at BEIT MIDRASH, JERUSALEM
June 8, 1998

I. Break into 2 large groups:

Use the following sheet:

EXERCISE: WHAT CHARACTERIZES A GOOD TEACHER?

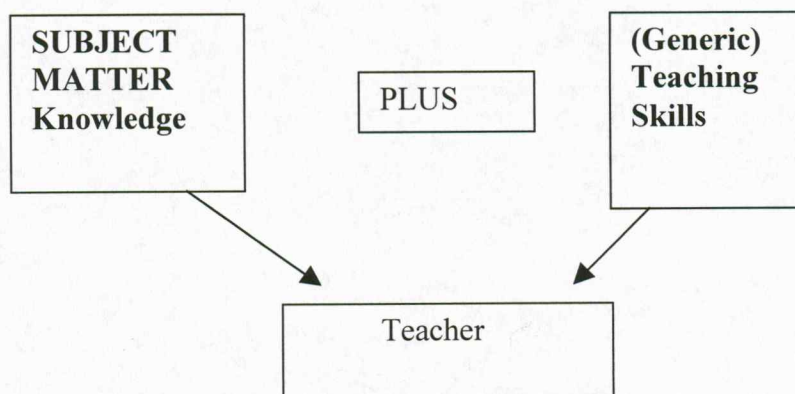
A younger friend has just university and is required to take an introductory science course. Your friend does not know anything about the professors teaching the courses that could fulfill the requirement—except that one of those professors has won the Nobel Prize in physics. Do you advise your friend to take the course with the Nobel prize winner? Yes or not?

List the arguments for or against:

II. Survey results on board—what makes a person a great scholar but not a great teacher? Present on board:

Is it “personality”—if so this presents problem for teacher education. Can’t easily change a person’s personality! But maybe it’s a matter of knowledge and training:

Old Model



You learn them separately, and then boom put them together and there you have a teacher!

Example: Sophia learning horse back riding—could I help the teacher be a better teacher. Yes AND No: Yes in so far as it is generic (talk nicely; build on simple to get to complex, etc.)

BUT: in so far as it calls for me to know something—like how to explain “posting” I can’t. Why? I’m missing knowledge. But can the great horse back rider help Sophia? Maybe yes and maybe no—depends not on knowledge but on a **particular kind of knowledge**: Hence pedagogical content knowledge .

Generic teaching skills *plus* SUBJECT MATTER Knowledge *plus* know. of students= pedagogical content knowledge

- a) What makes a subject difficult? Preconceptions, misconceptions.
- b) How to *represent* that subject matter? (examples demonstrations, analogies, stories, metaphors, lab proofs, etc.)

BUT pedagogical content knowledge doesn’t directly deal with Goals and purposes—why we choose to teach what we teach.

Do Exercise #1

Dr. Barry Holtz

THE RELATIONSHIP BETWEEN SUBJECT MATTER AND TEACHING

What do I want to teach about X?

Planning Exercise 1

I. Look at the text that has been handed out. What is “the world of the possible” for this text: In other words, “everything” that you *might* teach, if you wanted to, had all the

time needed, etc.

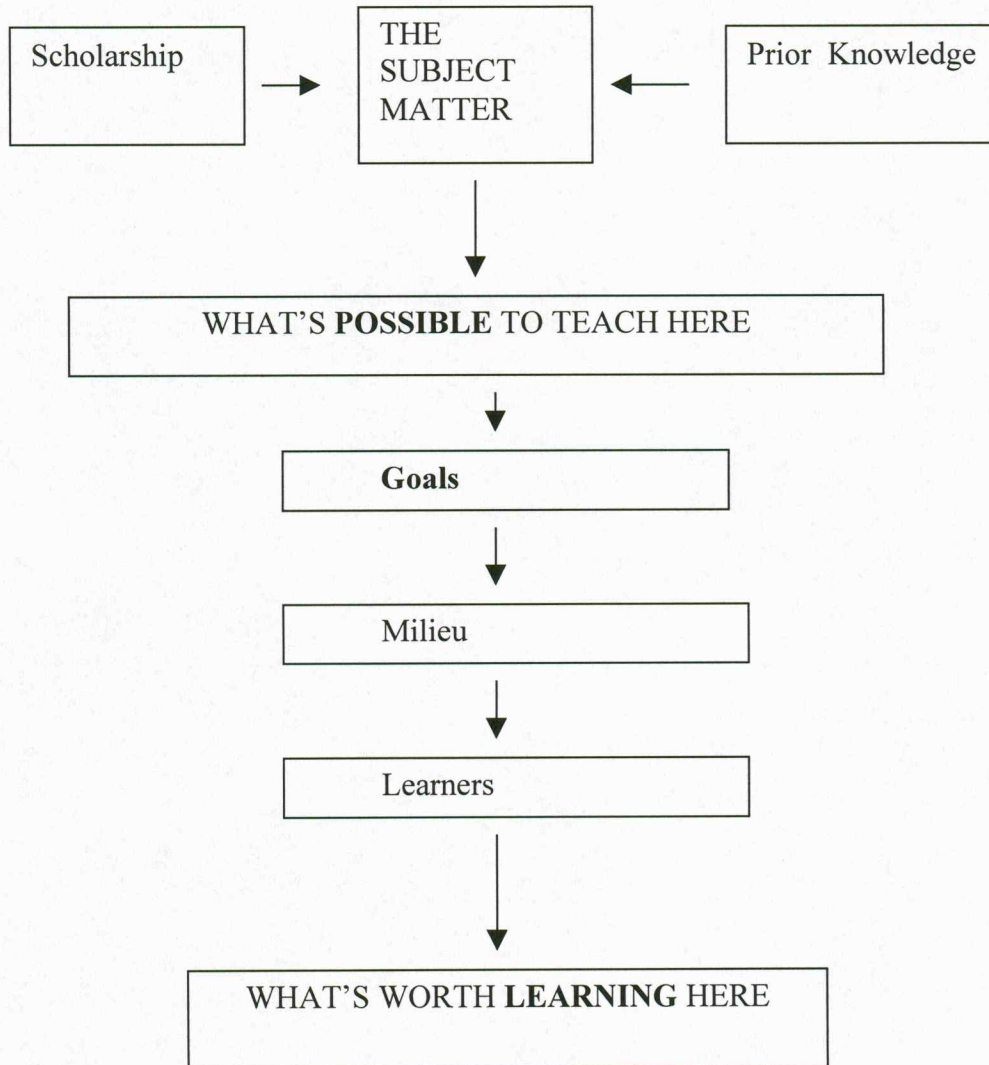
II. Imagine a “real” group of adults or adolescents to be the class you are teaching. Decide in your group (quickly) who those students are. Try to describe them very briefly and what the teaching circumstance is (e.g. “an adult education class meeting once a week for a semester”.)

III. NOW: Put “I” and “II” together: Given what you have thought about in I and given the “real” students you have imagined in “II”: WHAT’S WORTH LEARNING HERE? What are the things you’d want to teach to them about your text (key ideas, values, beliefs, practices, skills, etc)?

IV. Finally, what do you want to know about your text that you don’t know and how might you imagine finding it out?

Show the following chart:

THE RELATIONSHIP BETWEEN SUBJECT MATTER AND TEACHING



Sunday afternoon

WELCOME AND ORIENTATION

Gail Dorph

The first meeting of Teacher Educators Institute (TEI) Cohort Two began with words of welcome from Gail. She began by putting the TEI into the more general context of CIJE and its work.

In the three lead communities, CIJE carried out a study of all teachers and educational leaders working in supplementary schools, day schools, and early childhood settings. The findings suggested that while teachers were more committed and stable, then conventional wisdom suggests they were underprepared to do the work. Current professional development opportunities in communities were for the most part isolated occurrences (not part of a system in which offerings built on each other); geared to everyone (and not targeted to specific needs of different audiences of teachers based on their background, their setting, the age of children that they teach, the content they are expected to teach). When CIJE tried to work in communities to create pilot projects, it found that communities were not ready to do the kind of planning work necessary to create new formats and strategies for professional development.

TEI grew out of these findings and these experiences. In general education, there is currently a lot of work being done in the area of professional development. CIJE staff and board felt that an initiative to create a cadre of Jewish educators involved in cutting edge work on professional development was in order. TEI is designed to do just that is funded in part by the Cummings Foundation. Cummings is particularly interested in revitalizing supplementary Jewish education and so this first "set" of Institutes is designed to address needs of supplementary school educators. We have also included several early childhood educators in order to learn more about the possibilities of creating a TEI for early childhood educators as well.

TEI is designed to address the following two questions:

- What kind of teaching and learning are we trying to foster in our institutions?
- What kind of professional development opportunities are most likely to foster this kind of teaching and learning?

Each time we meet together we will investigate these questions.

Gail introduced Amy Wallk Katz who is coordinating the work of Cohort Two. Amy has recently moved to Kansas City. She has an MA in education from the University of Judaism, was ordained as a rabbi by The Jewish Theological Seminary and is currently writing a dissertation on the dilemmas of teaching prayer in a liberal Jewish setting. Coincidentally two of her faculty advisors serve on the faculty of TEI.

Gail then introduced the faculty for TEI, which includes herself (senior education officer at CIJE and interested in issues of learning to teach and subject matter knowledge for Jewish education); Deborah Ball (professor of education at the University of Michigan who's field is mathematics education), Sharon Feiman-Nemser (professor of education at Michigan State University who's field is learning to teach with a particular specialty in issues of mentoring), and Barry Holtz (associate professor of education at the Jewish Theological Seminary and consultant to CIJE who's field is curriculum development and the teaching of rabbinic texts to adults).

Gail also briefly described the work that Sharon and Deborah have done in supplementary school education in their own congregation in East Lansing as well as their role in TEI One.

Participants then had an opportunity to introduce themselves. Gail pointed out that for the most part participants have come to TEI as members of teams. TEI is intended to both build on what currently exists and also to create new forms of professional development. The best way to achieve these two goals is to recruit teams of people who could support each others' work.

There are communal teams from Atlanta, Baltimore, Boston, Cleveland, Kansas City, Los Angeles, Rochester, San Francisco. There are three movement teams: Reconstructionist, Reform, and Conservative. There is a team from the Florence Melton Adult Mini-School's pilot project to adapt their adult Jewish literacy program into a program of professional development for teachers in the field. In addition, there are several participants who are part of a "national" team. That is, CIJE and Cummings want this project not only to build local capacity to do the work of designing and implementing innovative professional development projects, but also to create a national network of Jewish educators who's area of expertise is professional development of teachers.

INVESTIGATING OUR PERSONAL IMAGES OF GOOD JEWISH TEACHING AND LEARNING

Sharon Feiman-Nemser

Sharon opened the session by explaining the rationale for beginning TEI by talking about teaching and learning as opposed to not starting out talking about professional development.

She highlighted three issues:

- good teaching <--> Good professional development
- implicit --> explicit
- shared language

- There is a very important relationship between our ideas about good teachers and teaching and the kinds of professional development opportunities we would like to create.
- We don't often articulate what are our beliefs and ideas about teaching. We have to make explicit that which is implicit. It's always easier to say what looks good. The challenge here is to articulate clearly our ideas about good teaching.
- As a professional community we need to develop a shared language. We need to learn to ask: "What do you mean;" "give me an example." We ourselves need to figure out how to talk to each other. We need to ask ourselves and each other questions about what we mean when we talk about good Jewish teaching.

Next Sharon described our task: We were to take the written work we had done in preparation for TEI and use it to begin the work of talking together about good Jewish teaching. We would break up into small groups, describing an example of good Jewish teaching. We tried to identify/articulate what are the elements of the practice that makes this person's practice exemplary.

In order to clarify the content of the small group work, Sharon explained how she did the assignment. In the course of TEI One, Sharon watched Gail teach. She has thought that good questions are a part of good teaching and had been struck by Gail's questions. Sharon tried to figure out what is it about Gail's questions that she likes. The following features of good questions came to her mind:

- questions challenges the person intellectually
- personal meaning seems so important
- puts meaning into the ritual
- the question really matters
- good questions don't necessarily have right answer -- there is room for individual ideas.

Sharon said that she shared the example in order to demonstrate a generalization, features of good questions, and the challenge of being as explicit as possible.

Sharon suggested that participants be as explicit as possible in their conversations and that they write several features of good Jewish teaching on a piece of poster board that could be used after dinner as a way of sharing the results of the small group work.

Evening Session

PERSONAL IMAGES

Sharon Feiman-Nemser

After dinner, we walked around with one or two other people looking at the lists in order to learn which features of good Jewish teaching were held in common.

Some of the things that we talked about included:

THINGS THAT DID NOT SHOW UP ON OUR COLLECTIVE LISTS

- no mention of transmitting body of truths
- there seemed to be an emphasis on teachers' work with students not on teachers' knowledge of subject matter

PASSION

Many people had different ideas about passion. Being passionate is when you value something and you really want your students to share your values. Though there seemed to be some agreement that a teacher's excitement and commitment to the subject matter is good, it was pointed out that sometimes too much passion makes a teacher over-zealous. And that might not be a good thing.

EXPERIENTIAL LEARNING

We tried to define experiential learning. Some said that experiential learning is not only cognitive, it is about affect and feelings.

Deborah pointed out that internally we have some conflicting ideas about good teaching. We value conflicting things inside of ourselves and amongst ourselves. On the one hand, we want teachers to be sensitive to students questions and insights. Yet at the same time, we want teachers to have a commitment to subject matter.

In order to pull together the disparate items on the lists, Sharon introduced an analytic frame for us to help us think about teaching and learning. The frame is based on the work of David Hawkins': I/ Thou/ It triangle where I stands for the teacher; Thou, the student; and It, the subject matter. According to Hawkins, these corners of the triangle point to the quintessential nature of the learning relationship between teacher and student. Parents have an I-Thou relationship with children based on unconditional love. Teachers' relationship with students are different. The student-teacher relationship is based on engaging students in an investigation of the It -- the content. According to Hawkins, a teacher's job is to uncover the curriculum. Sharon suggested that one way to make sense of the common features of our ideas about good teaching would be to map them on to this framework. (this is a test of the framework).

Many participants did not find the triangle particularly helpful. Some found that the triangle was limiting. It didn't help them organize their ideas about teaching and learning; in fact, it felt very confining. For example, one person suggested that the triangle should be a square -- I Thou It Them (where them stands for commentators). For others, the triangle seemed more helpful. The framework did help them organize the different images of good teaching portrayed on the lists.

When we tried to map our images of good teaching onto the triangle, it looked something like this: (Imagine the lists coming under the corners of the triangle)

THOU (Learner/Learning)

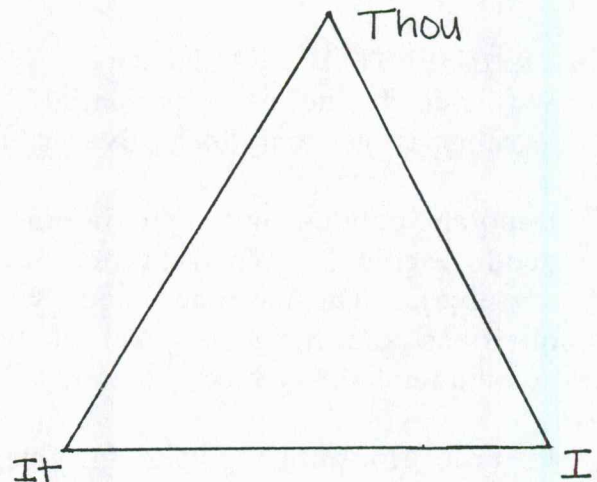
students as participants in commentary
respect (creating safe environment)

I (Teacher/teaching)

depth of knowledge
respect (creating a safe environment)
teacher as a model
lifelong learning
willingness to say I don't know

IT (text and commentary)

text is accessible and relevant



We also thought of ways to add other dimension to the triangle using the lines between.

JOURNAL WRITING ASSIGNMENT

The day's session concluded with a journal writing assignment. Gail suggested several questions for writing and reflection based on our work together so far:

How are my ideas about teaching and learning like and different from others' ideas? What was it like to talk about teaching and learning with others? Did anything surprise you? Did anything make you uncomfortable?

Monday, July 31, 1995

Gail began the day by introducing Bill Robinson, CIJE's field researcher in Atlanta who is participating in this experience with us and who will be involved with CIJE's monitoring, evaluation and feedback of this project. He will be in touch with many of participants after the institute to set up interviews in order to help with this work.

Sharon introduced the work for the day by giving 3 reasons for focusing on teaching and learning as our point of entry into discussions of professional development:

Intro.

1. If a major purpose of professional development is to help teachers teach better, we need to know what "good" or better teaching and learning looks like.
2. Having clarified what kind of teaching and learning we want to foster, we need to figure out what teachers need to know and be able to do to teach like that.
3. In order to work productively on this task, we need to develop a shared vocabulary and ways of talking together.

Exercise One: Our Personal Images of Good Jewish Teaching and Learning

In order to clarify the images of good teaching and learning that we brought with us, we broke up into small groups and did the following three distinct tasks:

1. Describe an instance or example of "good Jewish teaching and learning" or characterize qualities of good Jewish teaching rooted in a particular content area.
2. Analyze the examples by responding to four questions:
 - a. What is the teacher doing?
 - b. What are the students doing?
 - c. What ^{are} is the tasks?
 - d. What is the nature of the talk?
3. Reflect on your analyses using the following questions:
 - a. What do our images of good Jewish teaching and learning have in common?
 - b. Where do these images come from?
 - c. What accounts for the similarities?
 - d. What differences did we uncover?
 - e. How can we explain these differences?

Each of the groups then reported on their discussion. In the process, we did some "unpacking of questions #3 and #4 which dealt with the concepts "tasks" and "talk."

What are some of the features of "Good " Learning Tasks?

One participant gave an example of a good Bible lesson and we analyzed the features of the task

that the teacher set. It involved having students role play cases from Shofetim. What made this a good learning task was that it offered an engaging and content rich learning opportunity in which students had to pay attention to the text and justifying their ideas.

Other reports contributed additional qualities of good learning tasks:

- age appropriateness
- provided encounter with important Jewish content
- allowed students to be successful
- stretched or challenged students
- provided room for student's ideas

What is the nature of Teacher Talk?

We had some difficulty characterizing the kind of talk that one might hear when Jewish teaching and learning were going on. We generated some characteristics of good talk, such as,

- that it is interactive
- that it is respectful of students and their ideas
- that it includes students' questions not just teachers questions

One participant suggested a framework that could be used to analyze classroom talk: Who, What, When, Where, Why.

There were interesting observations made about each of the five questions. For example:

Sources of our images of good Jewish teaching and learning:

- We seem to be moving from "frontal teaching" to images of more "student centered" teaching and learning.
- Research on learning and reflections on our own teaching experience contributed to our images.

Some of the Differences in our Images were explained by:

- subject matter
- age of students
- teachers' purposes

The observation that "as kids get older, there's more pressure to focus on content" elicited some strong reactions.

Exercise 2: Perspectives on Teaching/Learning from Researcher/Practitioners

We also looked at three articles (Ball & Wilson, Grossman, Paley) for more images and insights about good teaching and learning and what that entails. To help people get "inside" their article, we started with a fastwrite: why did the authors write this piece? What is their main argument and how is it developed?

Next, people who had read the same article got together to clarify their understanding of the reading. Here are the questions they used to frame their discussion:

1. What's the authors' image of good teaching?
2. Why do the authors think this is what good teaching is? (warrants, reasons for images)
3. What are 3-4 key concepts, questions, insights that the article presents that you think are important for Jewish educators? (e.g. pedagogical content knowledge (Grossman), can't teach kids things they don't already know (Paley), the more teaching makes room for kids' ideas, the more uncertainty in teaching (B/W))

Then each person took a walk with someone who had read the other piece and they told each other about their respective readings, immediately reflecting last night's discussion of "uv'lechtekha vaderekh..." They also framed two questions that articles raise for Jewish education.

When we regrouped we listed and discussed the following questions (which we have grouped here into three categories:

Category #1 -- Pedagogical Questions and Dilemmas

How can a teacher tell when a student "knows" something?

How important is it for students to explore their ideas even if their ideas are at odds with Jewish belief?

How can a teacher make room for students to explore their own questions while ensuring that we transmit authentic Jewish content?

How can a teacher figure out what students are asking?

How can a teacher figure out what students need to know about a particular topic?

What do children need to know to be Jewishly literate?

How can teachers represent Judaism authentically while remaining sensitive to the realities of students' lives?

How should teachers deal with students diverse ideas in light of the mission of Jewish education to pass on/induct students into Jewish tradition?

Category #2 -- Teacher Knowledge

What kind of/ how much content knowledge do teachers need to teach "x" well?

What is pedagogical content knowledge?

What kind of pedagogical content knowledge do teachers need to teach "x" well?

Category #3 -- Teacher Learning/Professional Development

How can we help teachers transform their subject matter knowledge into "student-centered" learning opportunities?

How can we help teachers develop a passion for Judaism and for teaching?
 How can we help teachers with good subject matter knowledge learn to think pedagogically?
 How can we help teachers who know kids and how to relate to them to think seriously about and develop their Jewish content knowledge?
 How can we help teachers become students of teaching and learning (reflective practitioners)?

Category #4 -- Policy Issues

How can we make time for serious teacher learning?
 Who should decide what gets taught?

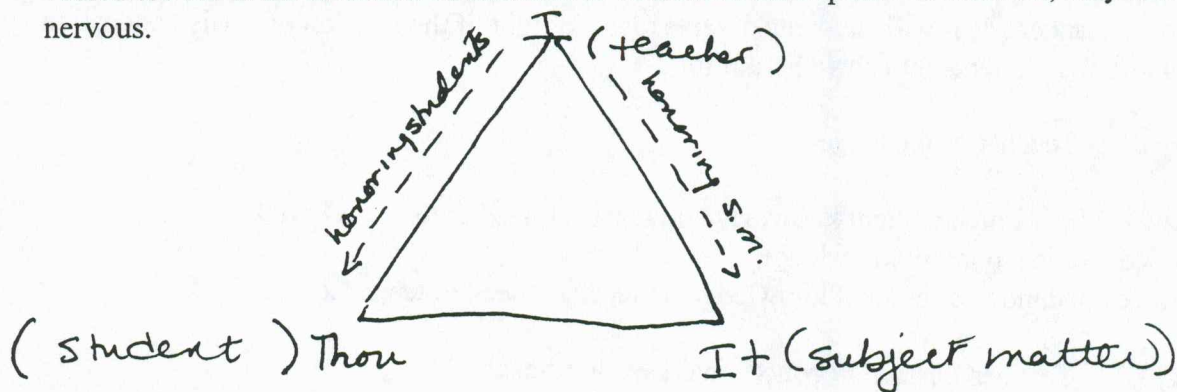
Journal Writing:

Before dinner, we took the time to reflect on one of the questions that had been raised in our discussion

After dinner, Sharon observed that there seemed to be some tension between images of “good Jewish teaching and learning” that we presented in the morning and the images in the articles we read. She suggested that perhaps we were circling around the following big question:

How can we foster a kind of Jewish teaching and learning that is both respectful of students and the realities of their lives and is true to Jewish tradition?

She also presented a framework, courtesy of David Hawkins, for thinking about “good” teaching/learning. The framework is basically an extension of Buber’s notion of an “I”/”Thou” relationship. Hawkins adds a third dimension “it” which stands for the content or learning task. This “I/Thou/It” triangle represents the relationship of teacher/student/content. When the lesson veered too far in the direction of honoring students at the expense of attention to content (or when the things students might say were problematic), people got nervous. When the lesson veered too far in the direction of attention to content at the expense of students, they also got nervous.



Text Study

In the evening text lesson, Barry introduced us to the story of Eliezer ben Hyrcanus from Avot

d'rebbe Natan. In our discussion, we unpacked the images of teaching and learning revealed in the story of Eliezer ben Hyrcanus by focusing on a series of questions asked by Barry of us, asked by us of Barry, asked by us of the text itself. Questions such as:

If you were writing a biography, is this how you would begin?

Characterize the relationship between Eliezer and his father

What can we learn from Greek name of father?

What is this whole incident of stone about?

Why did he go to the father-in-law's house?

In essence, although many issues were unresolved, we sensed that this was a story that took pains to characterize the relationship of teacher and student in a particular kind of way, stressing concern and care for the students' needs. Yohanan took "better" care of Eliezer than his father did. In shorthand, he provided not only for his spiritual needs, but also for his physical needs.

and differences between the images and what seemed to account from them. From the comparison of our images we would try to extract general principles and ideas.

- 1) WHAT is my image of good, Jewish teaching?
- 2) WHAT is my conception of good, Jewish teaching? (3-4 features or dimensions)
- 3) WHERE do my ideas come from?
- 4) WHY do I think this constitutes good, Jewish teaching?

Leah and Sharon modeled this for us so that we could better imagine the conversations we were to have as critical colleagues. Sharon said our job as listeners was to help clarify, not bring in our own ideas or what we thought was missing. Participants then divided into groups of three and went to work.

We regrouped and Sharon asked for a few examples of good Jewish teaching that had been encountered. They included: values component, role modeling, Jewish terminology, connection to larger community, and Jewish perspective. Some participants questioned the issue of being a role model and wondered about how being Jewish played a role in this conception. Could someone who was not Jewish model Jewish values? One participant shared that she had a teacher who was a good Jewish role model but not a very good teacher. A number of participants commented on how helpful a relationship between the teacher and student can be in fostering learning.

Sharon suggested 3 questions for our journals:

- 1] Am I thinking differently about teaching in new ways? If so, how?
- 2] Am I thinking differently about good Jewish teaching in new ways? If so, how?
- 3] What (from my TEI experience so far) has contributed to these changes?

After lunch Sharon commented on the complicated issues we were uncovering, and encouraged us to continue thinking about the characteristics of good Jewish teaching both in content and in pedagogy.

Investigating Teaching: the Case of Teaching Torah – a Text and Videotape Exercise

Gail Dorph

Gail introduced this session by saying that the video we would now study was of a teacher named *Morah* Junger teaching a *Humash* class in a Conservative congregational school. This video is part of a kit developed as part of our TEI project for use in professional development and was piloted with Cohorts I and II of TEI. In studying it, we would do some of the things we had done with the math video. We would also study the story the students were studying, of Rebecca at the well. We looked at the Biblical text of the story and the version in *The Rabbi's Bible*, which the students used. Gail noted that in our discussion we should be aware what in the story was available to the students in the textbook they were using, and what might be different. We discussed the following questions:

- 1} what is the text about?
- 2} what questions do you have about the text?
- 3} what questions do you think children will have about it?
- 4} what might you want a child of eleven to learn and why?

Elie asked us to locate our study on Deborah's map. Participants found this difficult because it related on many levels, from Torah being the subject matter in the inner circle to God being the ultimate developer of developers.

Investigating Researcher-Practitioner Perspectives on Teaching and Learning

Barry Holtz, Elie Holzer

Barry said that at TEI we have used the opportunity to share articles from general education to help us focus thinking on our own work. The exchange of articles helps to build our professional fellowship. Barry asked us to form pairs of people who read the Ball/Wilson article with people who read the Grossman article. He asked us to outline our articles to each other.

After the *hevruta* work, Barry asked us to form groups of six, choose a reporter, and consider the two articles along with the Paley article. What do you think are two or three of the most important ideas about teaching that emerge from the group of articles?

We regrouped and Barry related this work back to the day before, when we had focused on the nature of teaching, its uncertainty and its tasks. He asked if any ideas expanded on those discussions or if other tasks had emerged. Comments included the need for teachers to be genuinely curious as part of their stance and as a means of being better able to work on figuring out what students are thinking. This was especially evident in Paley's article. This raised the question of whether this was a disposition or something which we could help teachers develop. A few people remarked on the tension teachers feel as they navigate between what is good for the individual student and what is good for the group. Other remarks focused on the issue of planning and how to help teachers plan in ways which allow for flexibility. Gail asked participants to write down the questions that emerged in the groups.

Good Jewish Teaching and Learning: Investigating Our Personal Images

Sharon Feiman-Nemser

In this session we focused on what we think is good Jewish teaching, adding a normative dimension by discussing our own images and ideas about it. She added that we would try to uncover our assumptions about good teaching, and try to make those assumptions explicit. She itemized the following purposes for the session:

1. begin by exploring our images and beliefs of good, Jewish teaching
2. begin developing a shared language for talking about good Jewish teaching
3. practice the skills of critical collegiality
4. develop our own thinking

Sharon then asked us to divide into trios and share our images, asking clarifying questions, eliciting examples and practicing skills out of which we could develop a discourse. Our sources of data for this exercise were the personal experiences that we had written about in advance of TEI. It was each person's responsibility to make her or his ideas clear to their colleagues and be open to scrutiny. She asked the groups to answer the questions below, then note the similarities