Lookstein Virtual
Power up Jewish Learning

Lookstein Virtual Jewish Academy Presents:

Innovation in Schools

A free webinar series, open to all teachers and administrators, that will provide practical tips for employing varied cutting-edge strategies in today's classroom.

Lookstein Virtual

Power up Jewish Learning

Housekeeping

-Please mute your microphones

-Please chime in using the chat box or “raise your hand” if you have a question or comment

-Hover on the bottom of your screen for controls

-For technical issues, send a private chat to Hyim Brandes via the chat function or email him directly at hyim@lookstein.org

How does Montessori benefit Jewish education?

Agenda

1. **WHY?**
   What drives our choices in chinuch?

2. **HOW?**
   Structuring the experimental school

3. **WHAT?**
   How the Montessori “toolbox” works

4. **YOUR QUESTIONS**

Choices we make about chinuch--
Why do we do what we do?

Start with the question...

Are we creating schools for Jewish children…or are we creating Jewish schools?

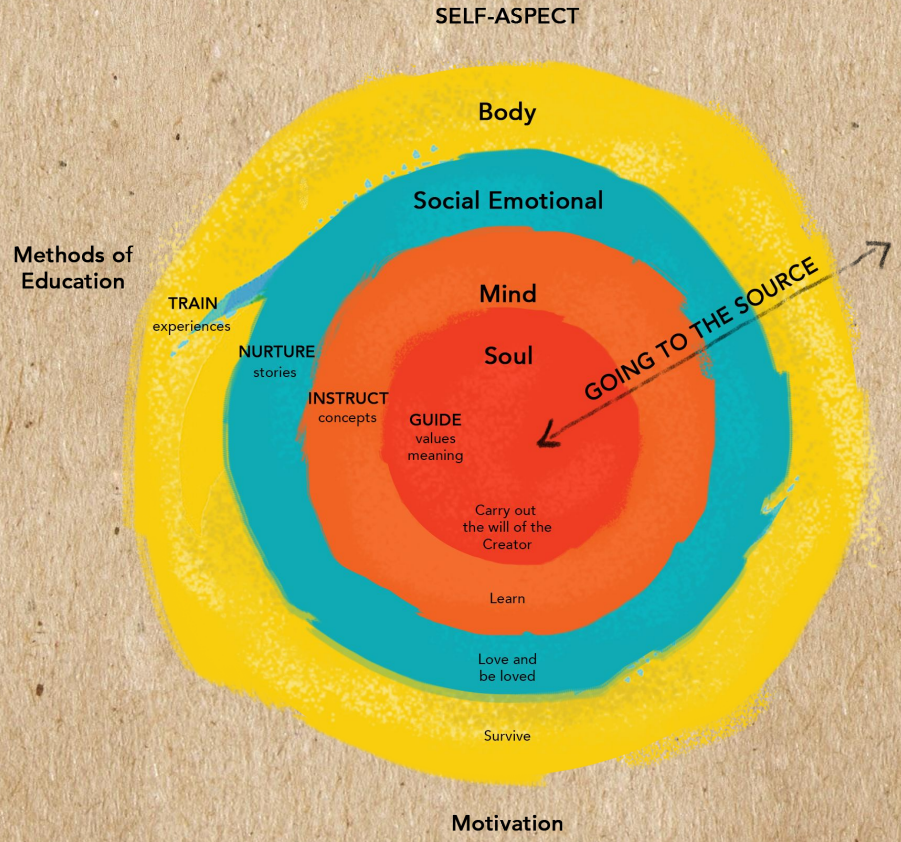
If we are creating Jewish schools,

What is the nature of a school that makes it intrinsically "Jewish?"

- ➔ Every child is fashioned by the Creator with goodness
- ➔ Every child has a purpose that only he/she can accomplish
- ➔ Every child can be "lit"--be a giving, productive person
- ➔ To become "lit," a child must use body, heart, mind and soul--this is a whole-person experience
- ➔ Variability in children is the norm, not the exception
- ➔ Children have choice at all points during the process of becoming "lit" and when continuing to stay "lit"--motivation is important!
- ➔ Learning continues throughout life in every minute

Start with our Beliefs about Children

Education is a Whole-Child Experience



At the core of Jewish education is *meaning*.

This is the reason we instruct, nurture and train our students.

Lamplighters

ישיבה

Start With One

No, really.
It starts
with
Yehudis!

School as a Living System...

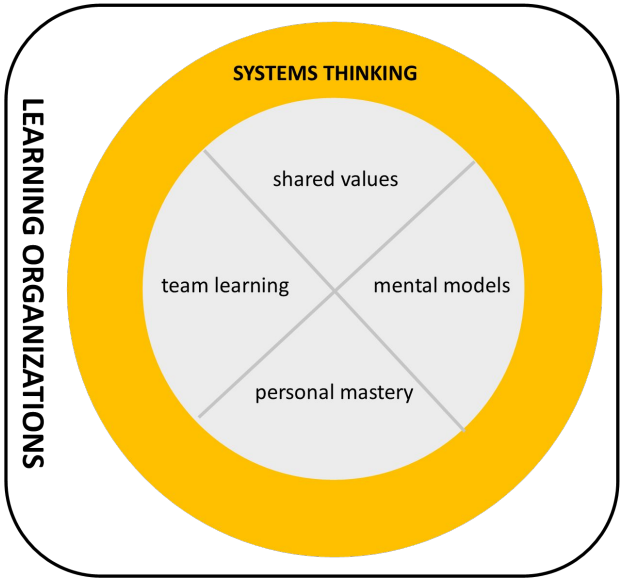
- Torah inspires us to cut through the illusion that the world is created of separate, unrelated forces
- When we use this expansive world-view in search of education that supports ALL children, we are truly being a “light” to others and we can unlock possibilities rarely found in the world at large
- Seeing the “Big Picture” requires our schools to become more like living “centers of learning” and less like institutions

Structuring the Experimental School
How do we do it?

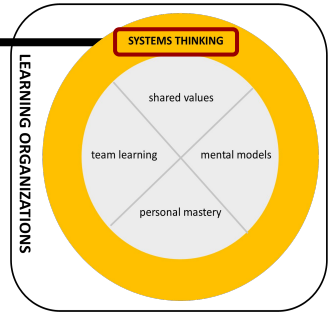
The R&D School

- A working model that is constantly iterated
- Collaborative culture among all staff--teaching and administrative
- Classrooms are wired with camera technology that allows teachers to record and view lessons, as well as supervision and mentorship based on data
- Year-round training
- Facility includes an open- teacher room, as well as a laboratory classroom
- A community that supports the ultimate aim of the school

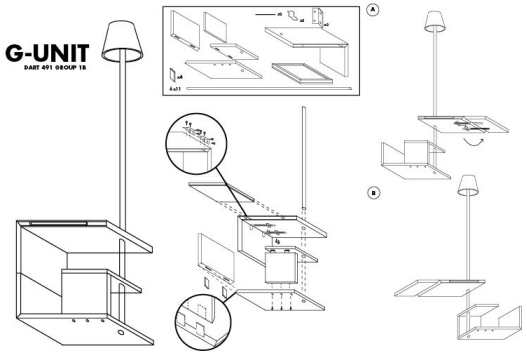
Disciplines for Building an Experimental Culture



- ➔ Building Shared Values
- ➔ Personal Mastery
- ➔ Mental Models
- ➔ Team Learning
- ➔ Systems Thinking

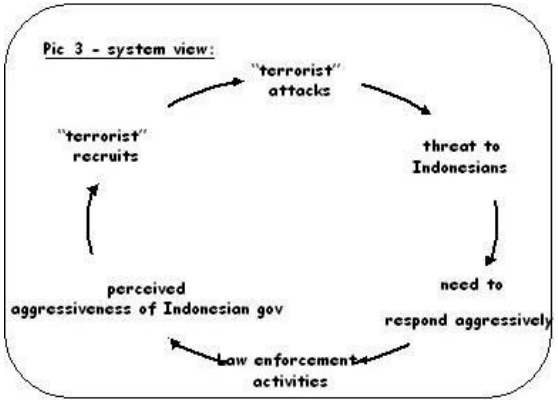


Detail vs. Dynamic Complexity



DETAIL COMPLEXITY

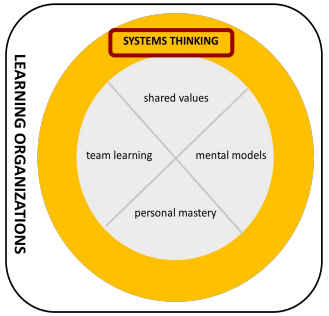
Assembling Ikea furniture

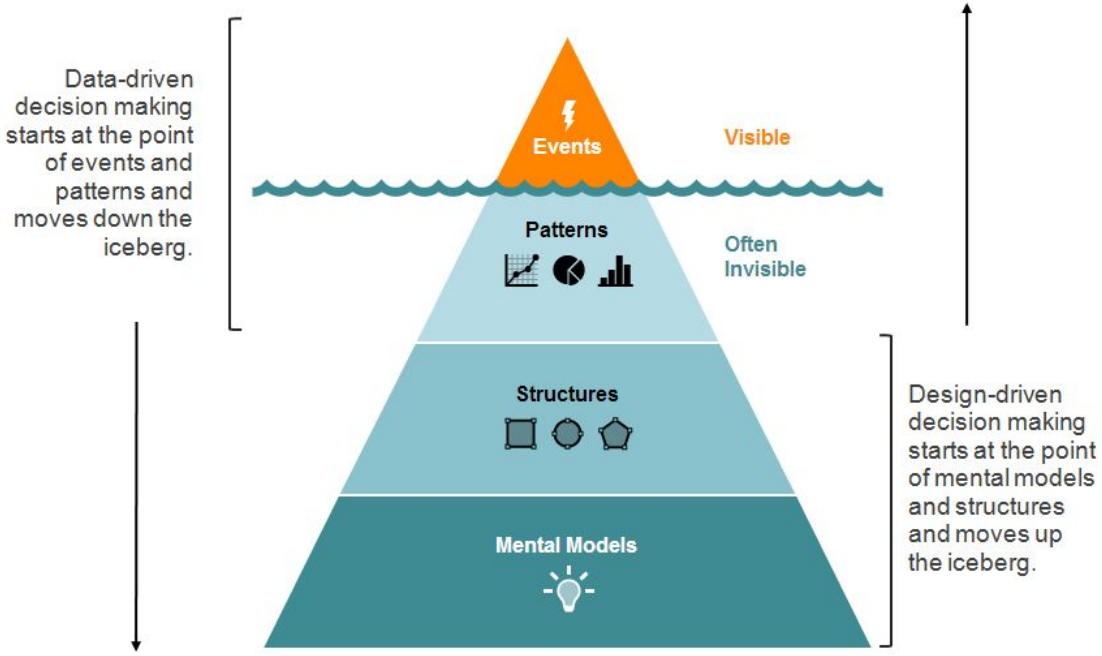


DYNAMIC COMPLEXITY

Fighting a war on terrorism

*Seeing the Forest **and** the Trees*





Events (reactive)

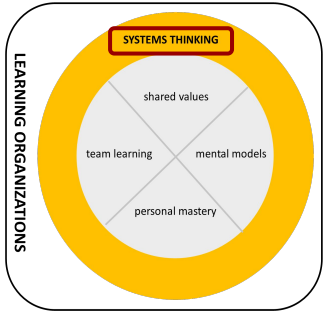
↓

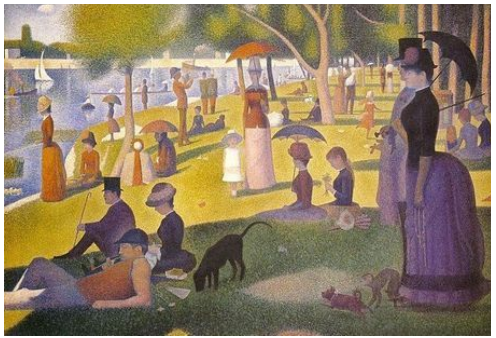
Patterns of Behavior (responsive)

↓

Systemic Structure (generative)

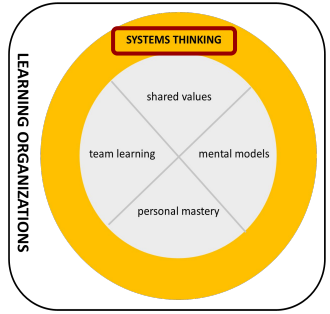
The Whole School





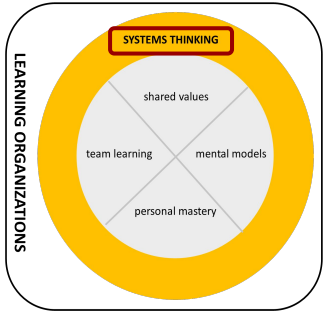
School-wide prometrics

Classroom Ecology



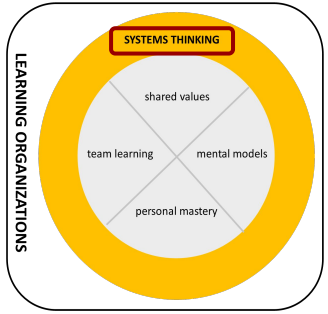
Measuring the “health” of classrooms

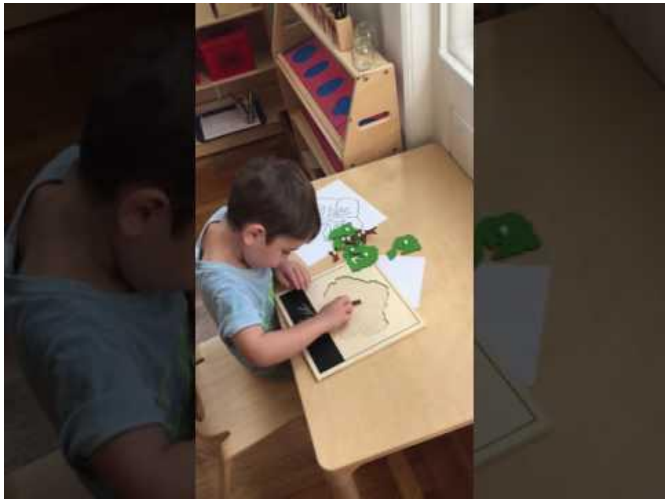
Relationships of Actors



Instructional coaching of teachers

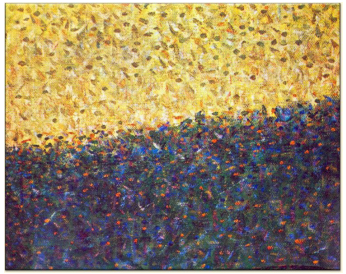
Individual Repertoire

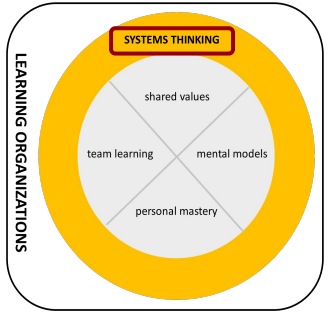




Student data-collection

“The Bare Metal”





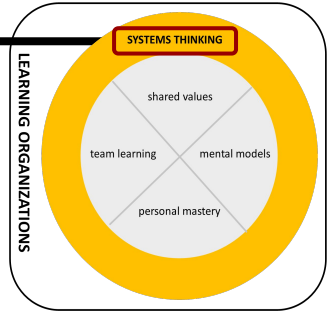
Documenting best practice using our methods

Seeing the Forest AND Trees

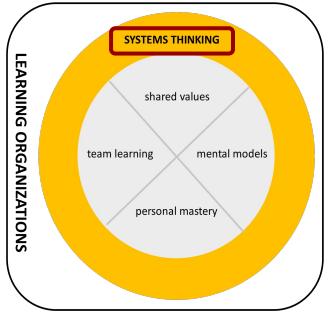
"Hold on, where's the forest again?"

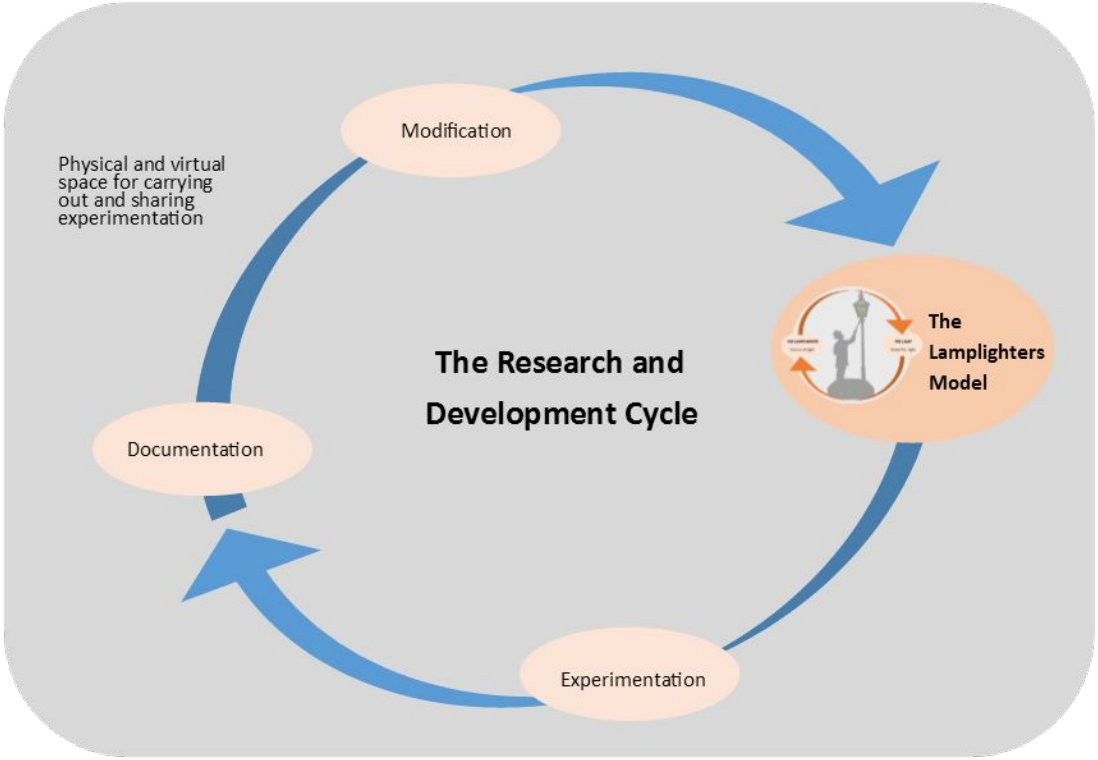
Systems thinking leads to:

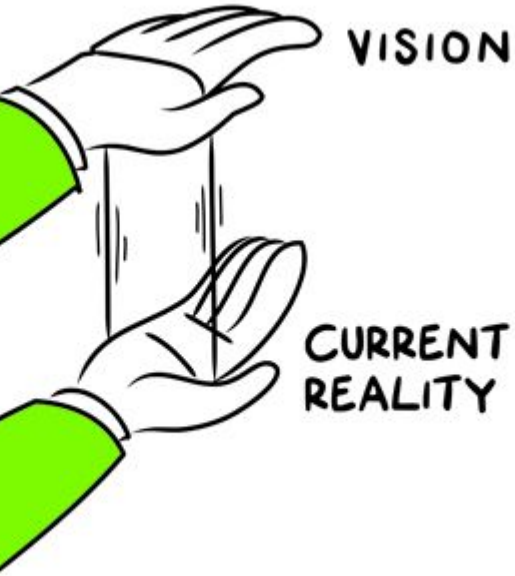
- Seeing through complexity to the underlying structures that generate change
- Helps us focus on what is important and what is not--which variables focus us on decision-making
- Certain systems recur again and again with elegant simplicity!

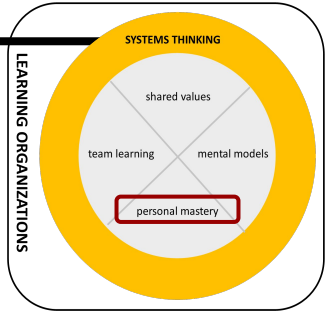


And then start over again...







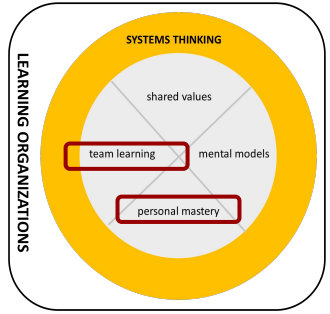


The Driving Gap

- The gap between vision and reality is a place of energy; The choice we make depends on our steady hold on vision and commitment to truth

- Schools that foster personal mastery:
  - Reinforce the idea that individual pacing and open mindset are truly valued
  - Provide “on the job training” for developing personal mastery
  - Show willingness to face honestly the gaps between vision and reality
  - Lead by example-teacher to teacher, teacher to student, student to student

Collecting Data

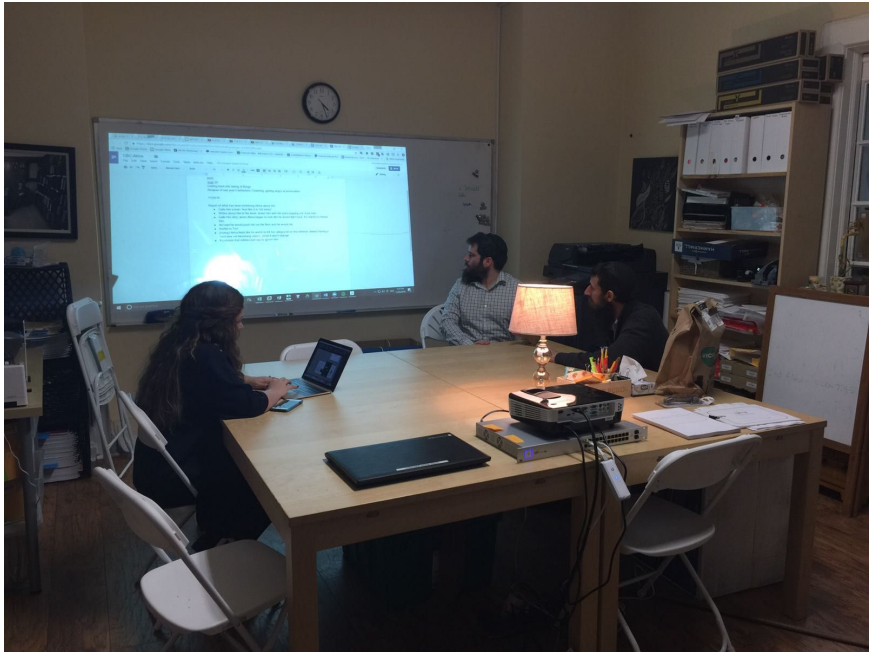


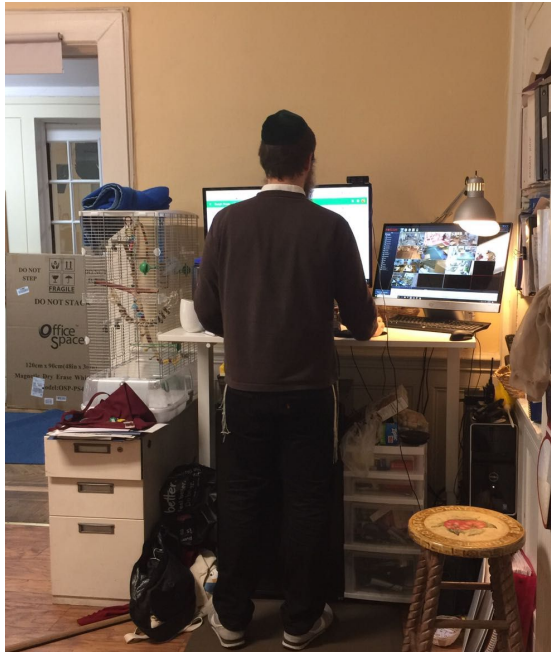
Self-Collection

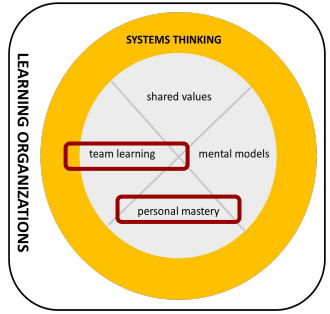
Formal Assessments

“Anecdotal”

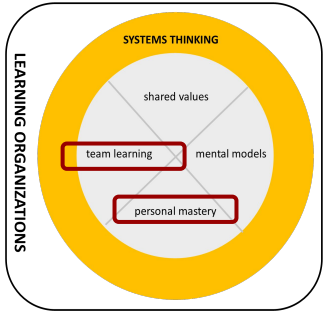
Case-by-Case Meetings

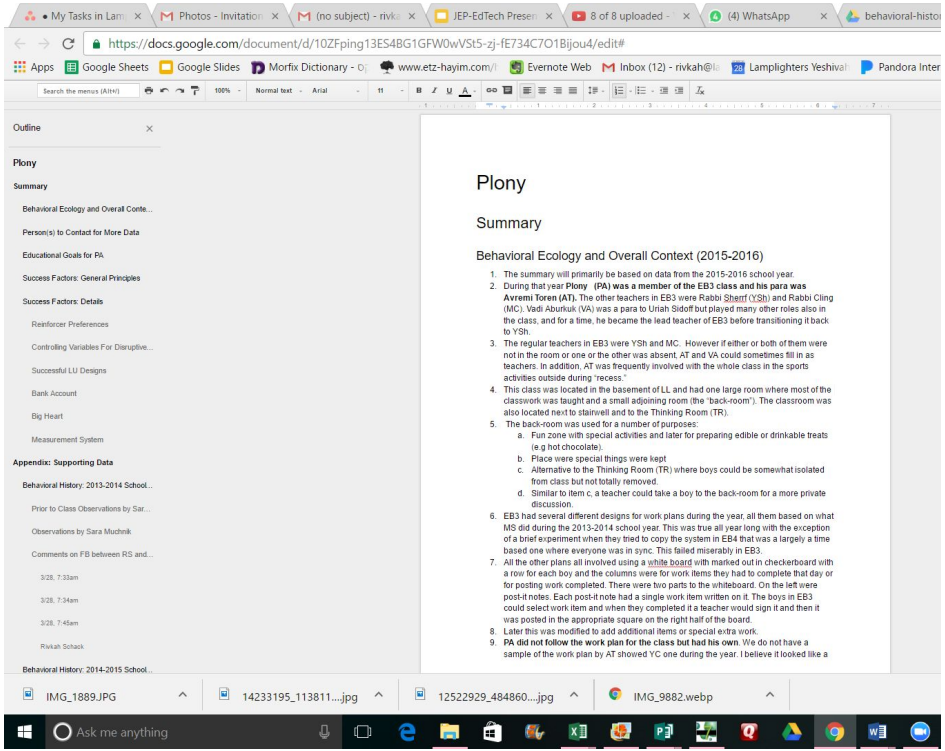


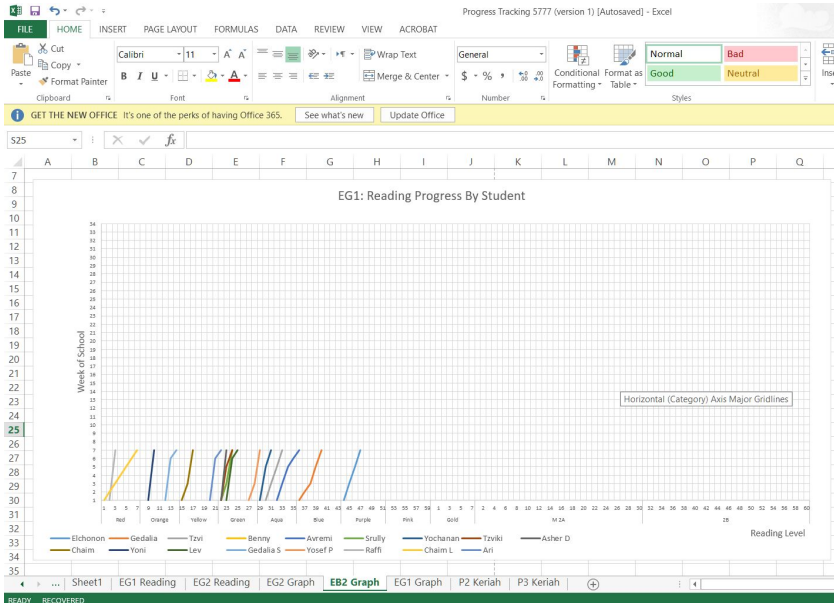




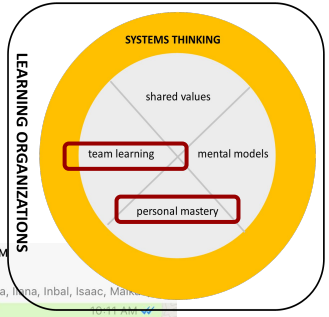
The Learner Profile

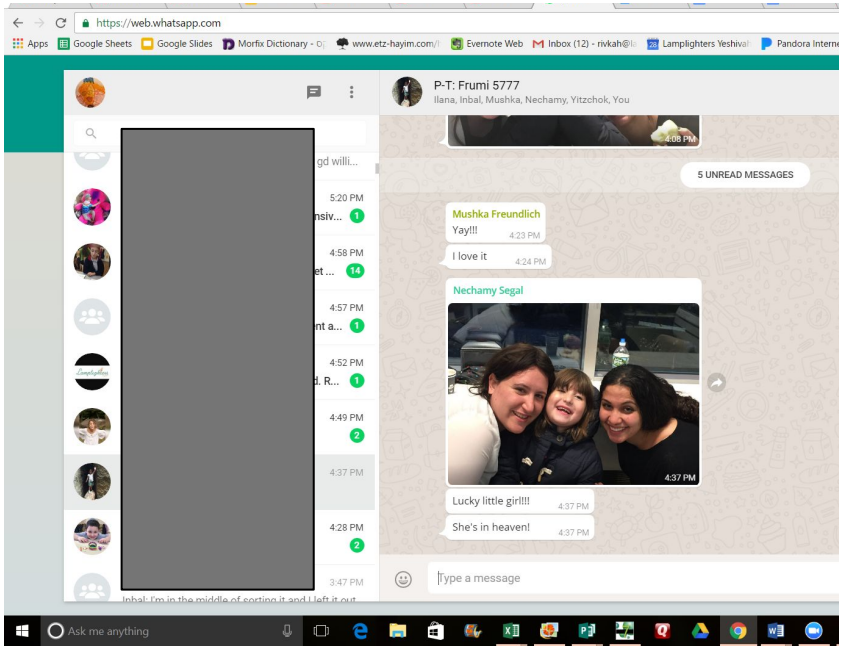


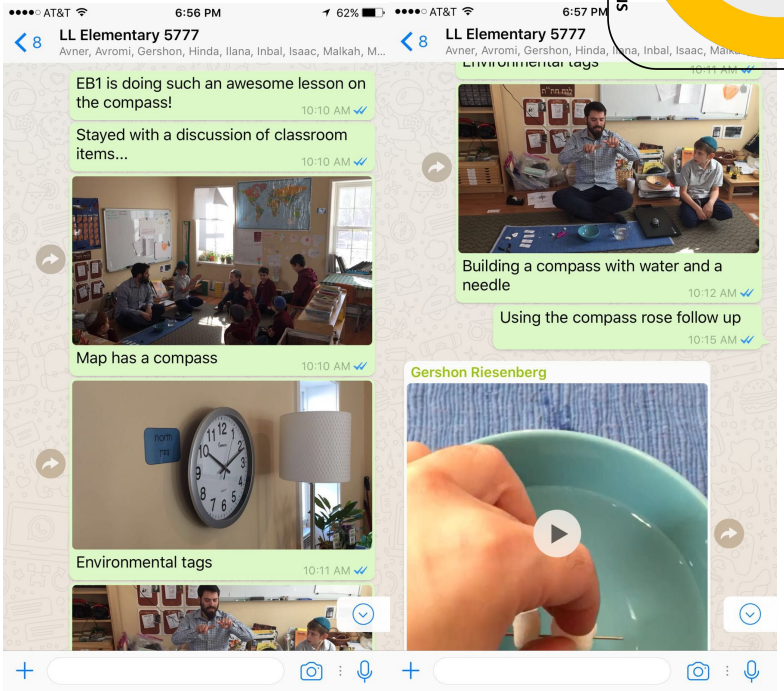




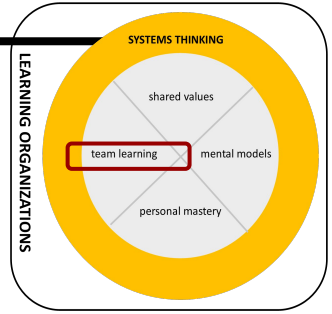
Whatsapp for Communication

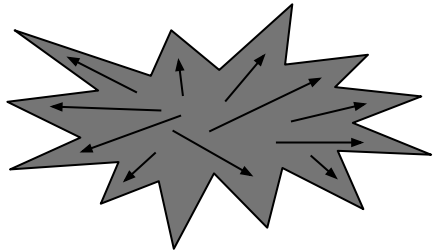


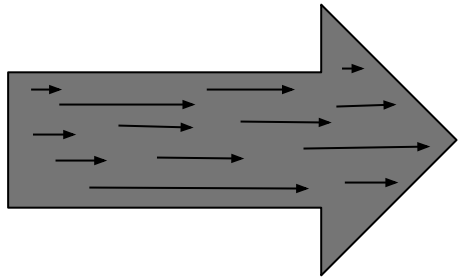




Wisdom of the Team

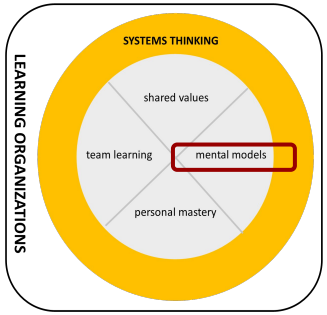




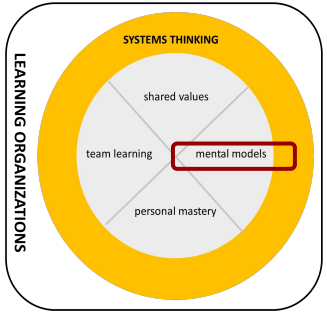


- Harmonizing maximizes effort
- Three critical dimensions:
  - Ability to think insightfully about complex issues
  - Precursor to innovative, coordinated action
  - Teams pollinate other teams

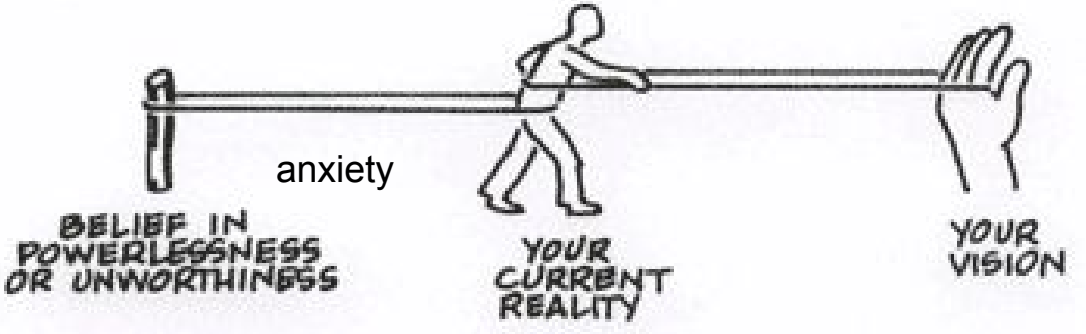
Shifting our Mindset



- Managing mental models is the discipline of surfacing, testing and improving our internal pictures of how the world works
- Mental models are not good or bad--they are simplifications of which we need to be aware
- They can impair learning if they thwart systems thinking (pull us back on the rubberband)



What is your second rubber band?



The Montessori Toolbox *What* are we doing in the classroom?

Montessori Principles

1 Learn by Doing

2 Practical Life

3 Choice

4 Interest

5 Independence

6 Interdependence

7 Making Connections

8 Teacher as Guide

HELLO I'M

1 Learn by Doing

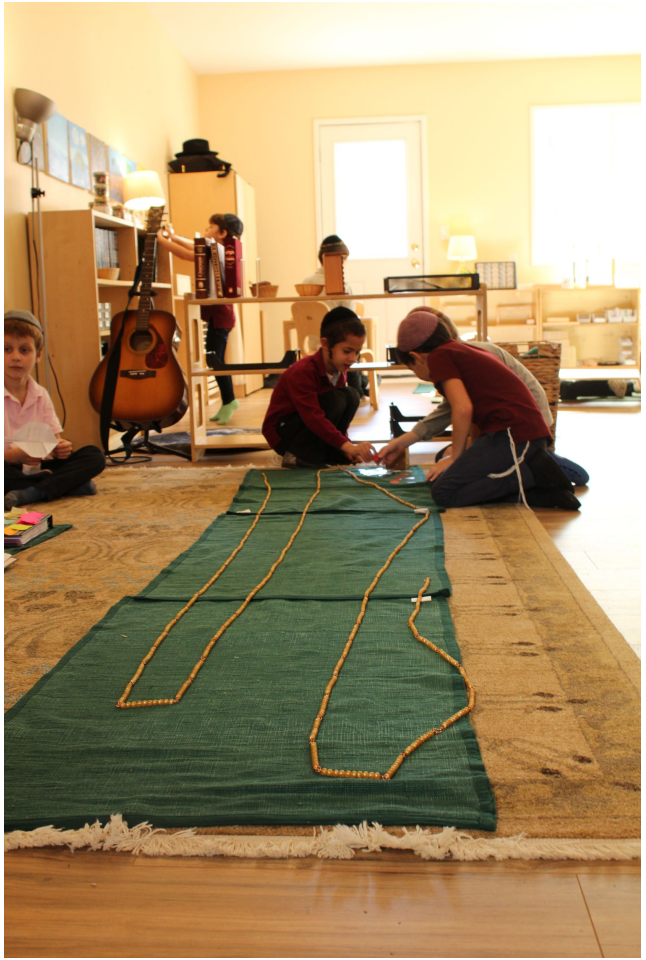
Learning is not a static activity!

When the environment itself, including its objects and other people are utilized in the learning experience, children are best able to:

- ➔ Experience
- ➔ Share
- ➔ Process
- ➔ Generalize
- ➔ Apply

And teachers are there to observe and to guide this process along...

said
head
heavens
Create
On
darkness
water



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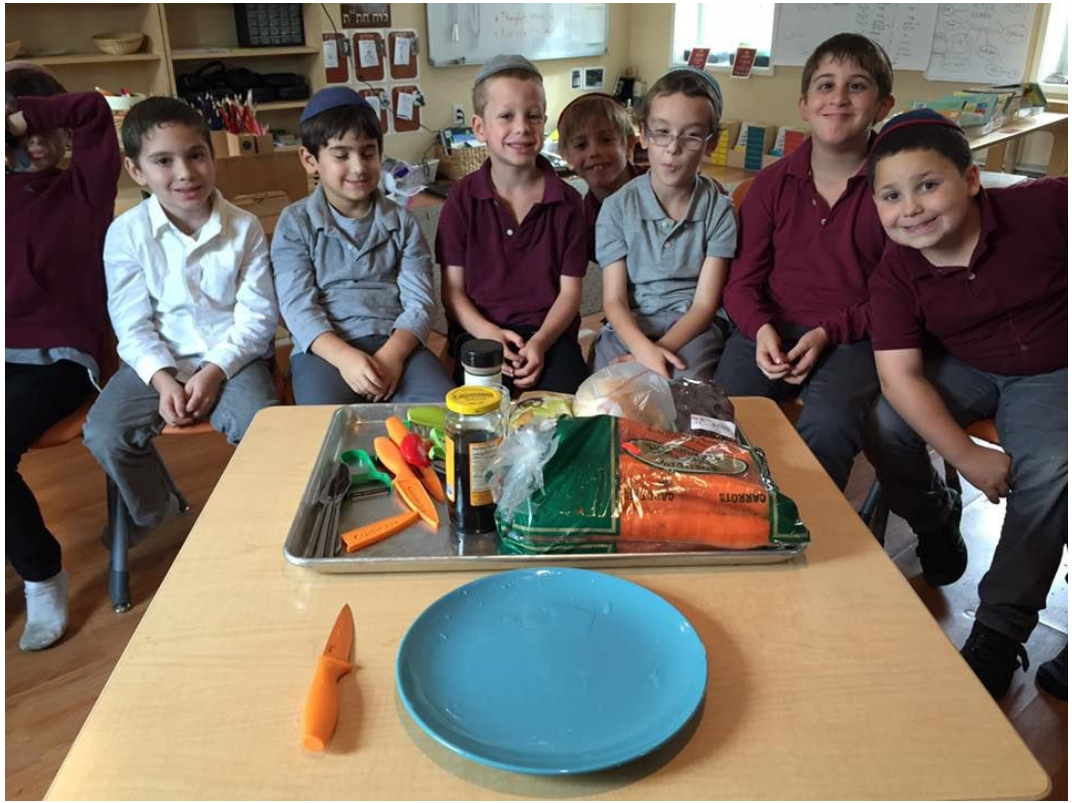
2 Practical Life

The exercises of practical life foundational. They provide the "motives" that constructively channel the child's natural need for activity. As the child is introduced to each activity, practices it through repeated use, and masters the skill or concept designed into the work, order, coordination, concentration and independence are developed at the same time. Practical Life includes:

- ➔ Motor exercises
- ➔ Care of self
- ➔ Care of the environment
- ➔ Social relationships-middos experiences

Practical life is both an activity center and the underlying foundation of the whole class, including:

- Motor exercises
- Care of the environment
- Care of one’s self
- General class middos



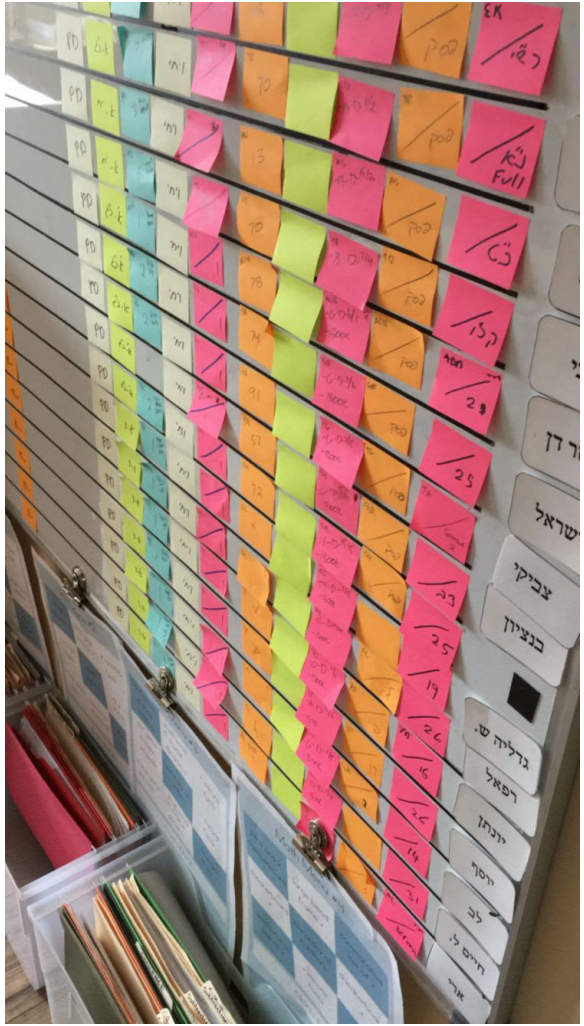
3 Choice

Variability in children is the norm--not the exception. A classroom should be designed with opportunity for children with all of their many unique gifts and talents. By observing children and their choices, teachers can gain a wealth of information on how to continually challenge and adapt the environment for optimal learning.

Choice is based on the following freedoms within limits:

- ➔ freedom of choice (doing an activity or not doing an activity)
- ➔ freedom to speak
- ➔ freedom to rest
- ➔ freedom of movement
- ➔ freedom to make mistakes
- ➔ freedom of repeating an activity as long as s/he wishes
- ➔ freedom to socialise and freedom to choose who to work

When done snack...
1. Clean your plate
2. Clean you- place mat
3. Sweep the floor
4. Bentsch
Push in your chair

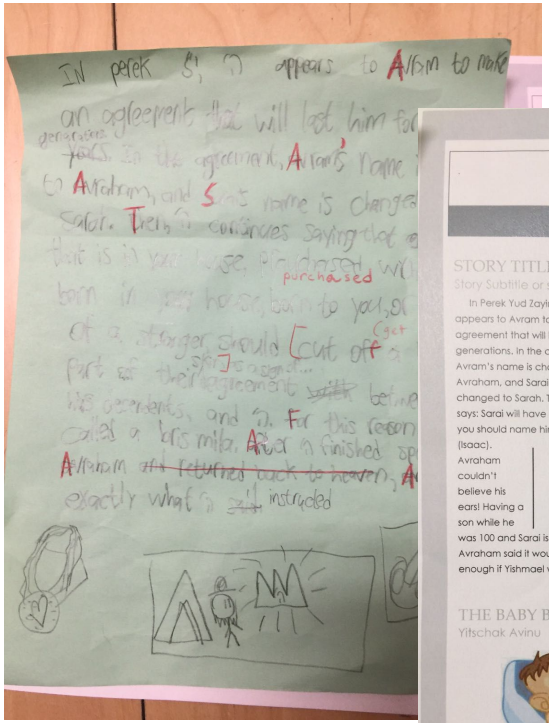


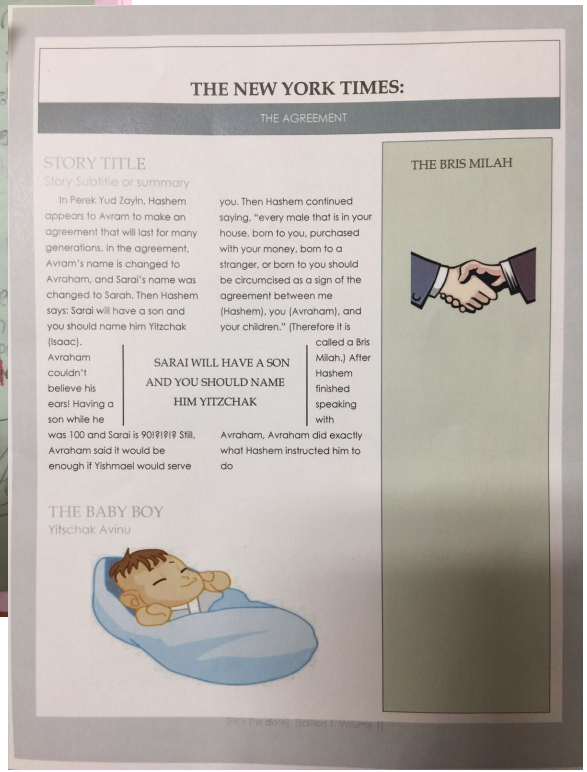
4 Interest

In any group of children (or adults!), even of the same age, there will be great variation in pace, readiness and interests. What we know about engagement (and the kind of long term retention of knowledge that results from it) is that it depends on the intersection of two factors:

- ➔ interest
- ➔ the right degree of challenge

A school with learning at its core includes children, teachers and parents who are *all pursuing interests*!





THE NEW YORK TIMES:

THE AGREEMENT

STORY TITLE

Story Subtitle or summary

In Perek Yud Zayin, Hashem appears to Avram to make an agreement that will last for many generations. In the agreement, Avram's name is changed to Avraham, and Sarai's name was changed to Sarah. Then Hashem says: Sarai will have a son and you should name him Yitzchak (Isaac). Avraham couldn't believe his ears! Having a son while he was 100 and Sarai is 90!?!?!? Still, Avraham said it would be enough if Yishmael would serve you. Then Hashem continued saying, "every male that is in your house, born to you, purchased with your money, born to a stranger, or born to you should be circumcised as a sign of the agreement between me (Hashem), you (Avraham), and your children." (Therefore it is called a Bris Milah.) After Hashem finished speaking with Avraham, Avraham did exactly what Hashem instructed him to do

SARAI WILL HAVE A SON AND YOU SHOULD NAME HIM YITZCHAK

THE BABY BOY

Yitschak Avinu

THE BRIS MILAH

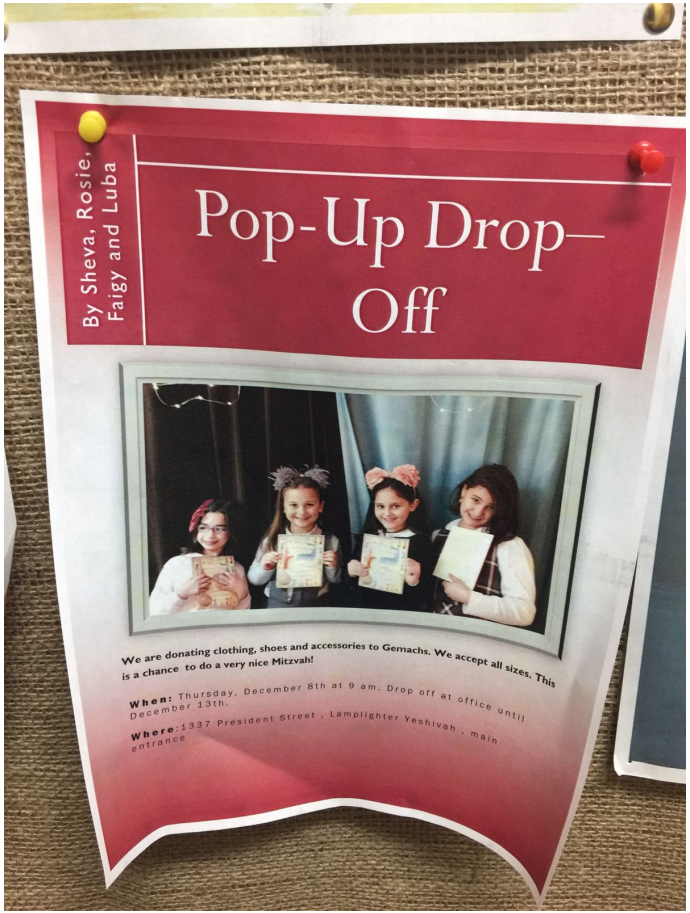
[Pick the date] [Edition 1, Volume 1]

PEREK YUD ZAYIN

Name	Dani Scheiner	Class	EB4 prime
Instructor	Rabbi Newman	Period	Chumash
Type	Perek yud zayin questions		

Look at the questions and answer what you know.

1. How old was Avram when Hashem appeared to him?
2. What was Avram's name changed to? What about Sarai?
3. How did Avraham respond when Hashem told him he would have a son?
4. How will Hashem bless Yishmael? (5 things)
5. Who does Hashem say you should circumcise? (6 things)


By Sheva, Rosie, Faigy and Luba
Pop-Up Drop–Off
We are donating clothing, shoes and accessories to Gemachs. We accept all sizes. This is a chance to do a very nice Mitzvah!
When: Thursday, December 8th at 9 am. Drop off at office until December 13th.
Where: 1337 President Street , Lamplighter Yeshivah , main entrance

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5 Independence

Independence is the key ingredient for a child to grow into an adult who can make good decisions, who feels confident and knows herself, who can both accept her reality and work to make the world a better place. The fundamental foundation for this independence is laid at the beginning of a child's life.

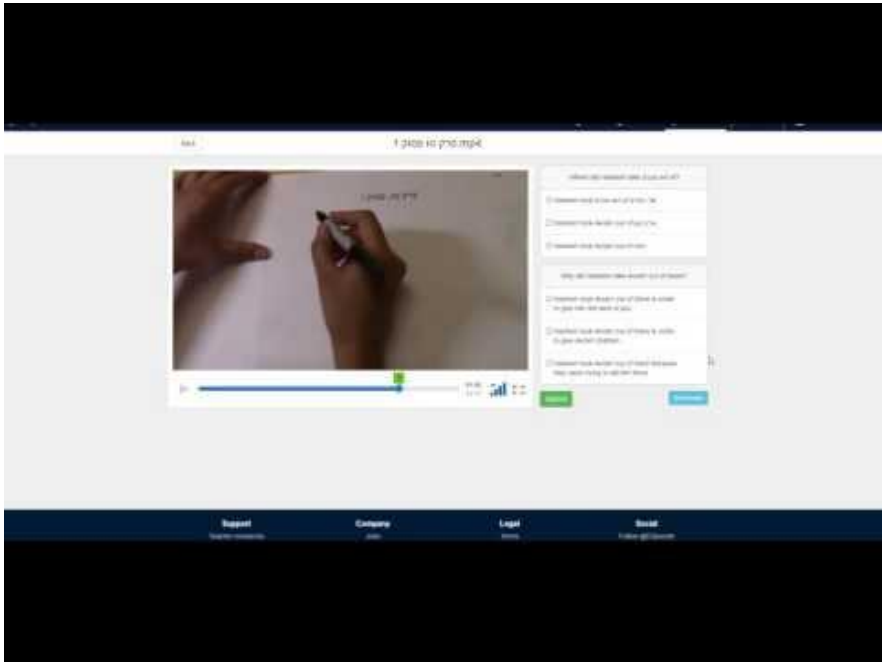
Stages of independence:

- ➔ Coordinated movement leading to functional independence
- ➔ Ability to use language for social independence
- ➔ External order to internal order leading to independence in self-organization
- ➔ Choice leading to independence in pursuing one's own interests in learning

Learn

The Problem of Pacing

How the LL 4th-6th grade launched a tablet learning program

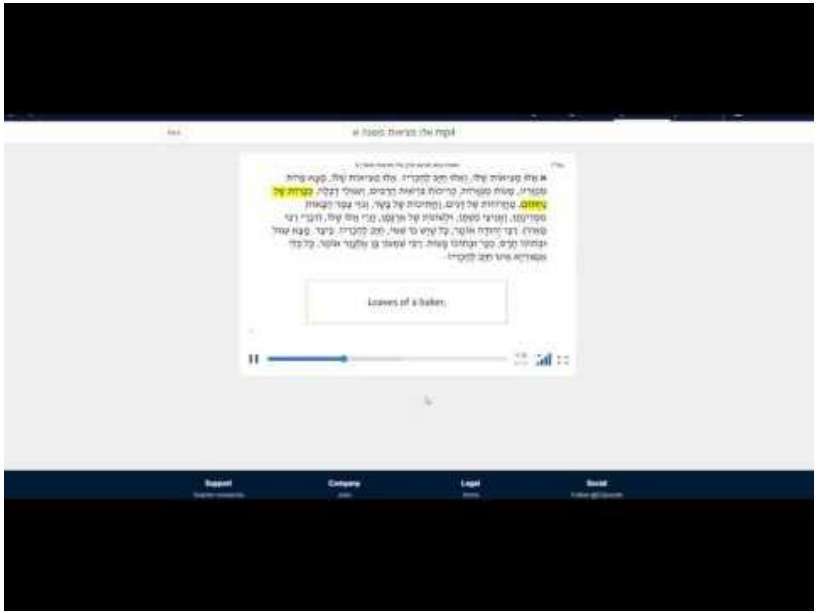


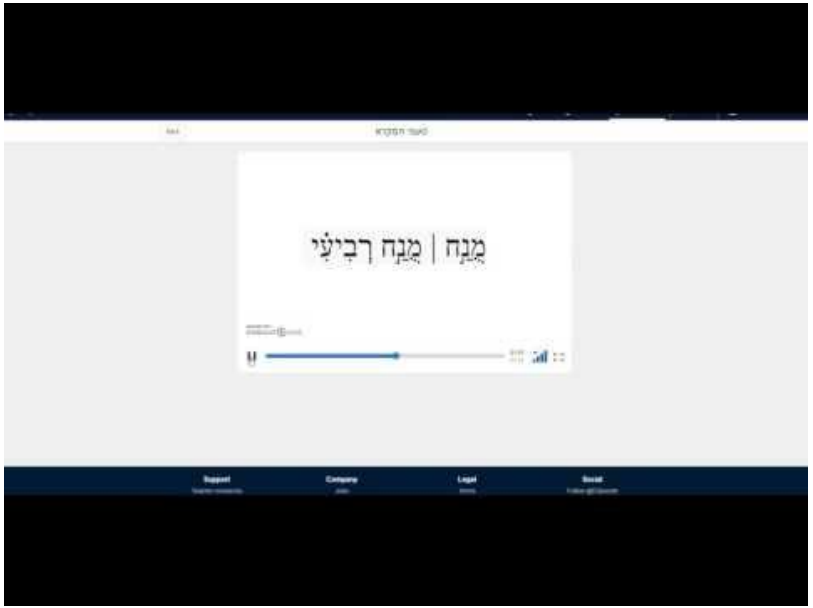
Tools for Independence

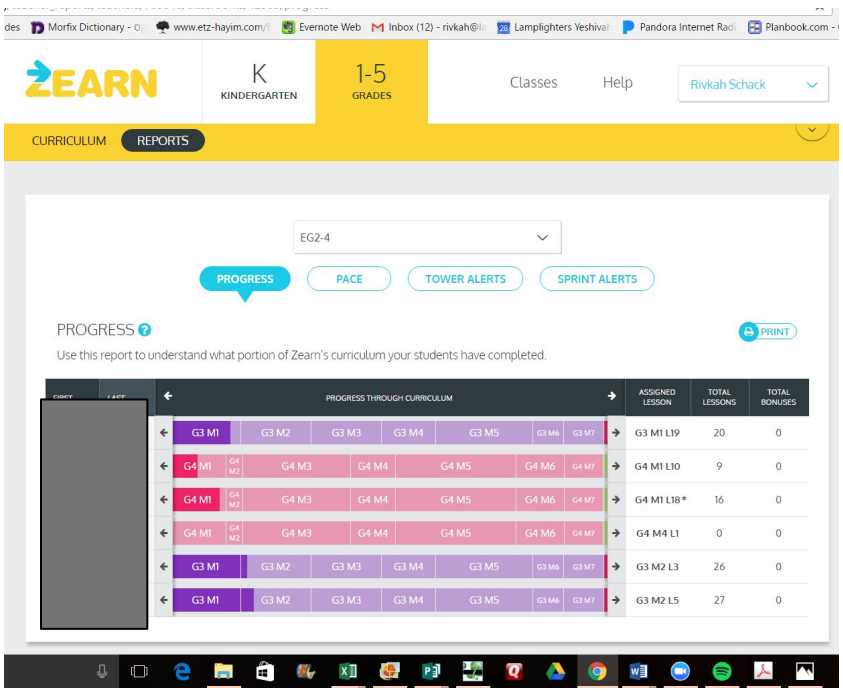
The tablets expand all over the school...in unique ways

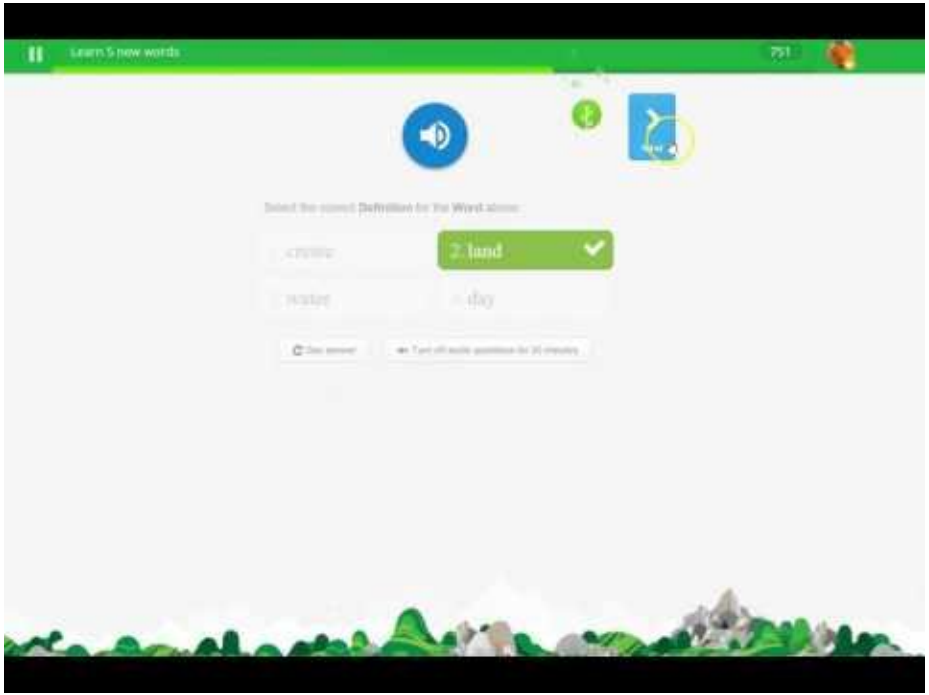
Expanded Curriculum

Students ask for more subjects...Mishnah, Navi, Trup, Sichos, etc.






ZEARN
K
KINDERGARTEN
1-5
GRADES
Classes
Help
Rivkah Schack
CURRICULUM
REPORTS
EG2-4
PROGRESS
PACE
TOWER ALERTS
SPRINT ALERTS
PROGRESS
PRINT
Use this report to understand what portion of Zearn's curriculum your students have completed.
PROGRESS THROUGH CURRICULUM
ASSIGNED LESSON
TOTAL LESSONS
TOTAL BONUSES
G3 M1 L19 20 0
G4 M1 L10 9 0
G4 M1 L18* 16 0
G4 M4 L1 0 0
G3 M2 L3 26 0
G3 M2 L5 27 0


Learn 5 new words
751
2. land

6 Interdependence

There are two necessary prerequisites for raising refined and spiritual Jewish children:

- ➔ an awareness of Divine interdependence-Oneness
- ➔ a sense of gratitude that comes from that awareness

By providing many opportunities for meaning-laden provokations, children come to construct their own relationships with each other and with the Jewish people. Interdependence fuels a sense of importance, purpose, and joyful responsibility within children--which they carry into adulthood.

To Do
To Do

CREATIVE

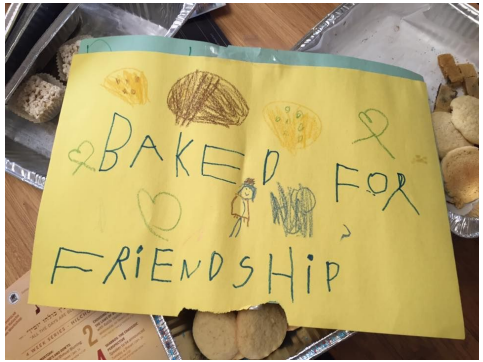
7 Making Connections

Choosing to be a fully-actualized Jew requires commitment--not just enrollment, and certainly not compliance. Commitment is the process of becoming part of something by choice; "I want it. I will make it happen. I will create whatever structures I need to make it happen."

Connections make commitment. When a child sees relevance and connections between Torah values and his/her own life...they make a personal commitment to make it their own.

TShUVa

200
10
3
213


BAKED FOR
FRIENDSHIP

THE FRIENDSHIP CIRCLE

שָׁמַע
שְׁמַע

8 Teacher as Guide

- ➔ Begins with oneself--reflecting on one's own personal beliefs about children and continually being oriented to a shared vision
- ➔ Be a person that emulates the outcome that is aspired for by children--a learner oneself
- ➔ The stages of educating are training, nurturing, instructing and guiding. Each of these aspects require different methods and different preparation. As they will need to be customized for children, educators need to become fluent in their design and activity. This requires whole-school support and mentorship to succeed!

Your Questions

Lookstein Virtual

Power up Jewish Learning

For more info on Innovation in Schools...

Thank you for joining our Innovation in Schools event!

For information on upcoming webinars or if you have an innovative classroom idea that you would like to share with the world, please contact us at looksteinvirtual@lookstein.org.