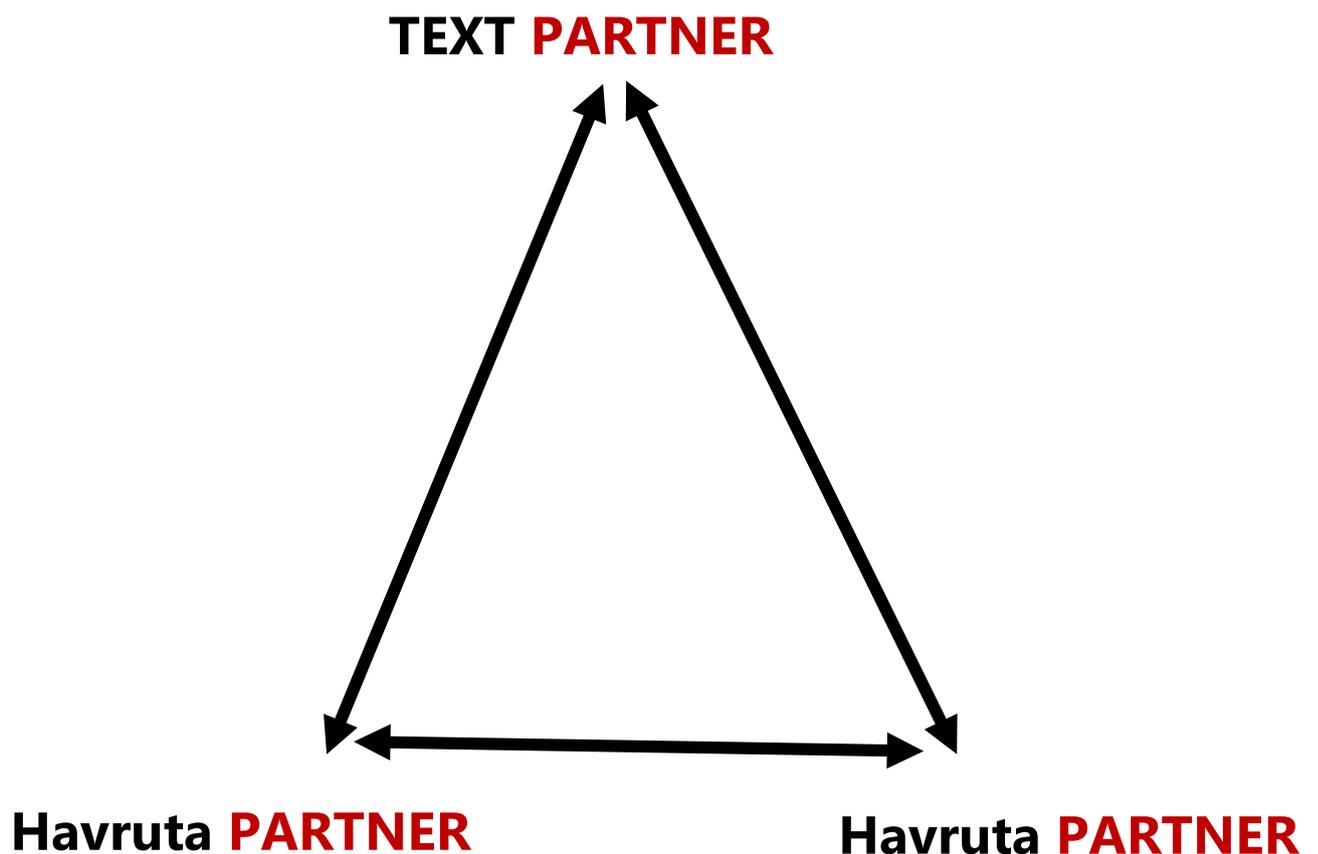


“Good readers are what they read. Bad readers read what they are ”.

“Good reading is an act of love, bad reading is an act of self-love.”

Steven C. Scheer



If TEXT is a "**PARTNER**" then:

Task: Help the TEXT PARTNER speak

Outcome: Compelling interpretation(**S**)

How: through partnership of two havruta partners, who use **Interpretive Practices**

Task: Help the **TEXT PARTNER** speak

HOW: Havrura Partners who use Interpretive Practices:

- Read aloud
 - Multiple readings
 - Pay attention to structure
 - Paraphrase the text
 - Ask questions *of* the text
- LISTENING**
- **Supporting**
 - **Challenging**
- [- Evaluate different interpretations]

Outcome: Compelling interpretation(**S**)



Task:

**Havruta partners ENGAGE with
text's IDEAS** (embedded in compelling
interpretation(s))

&

with EACH OTHER'S ideas.

Outcome: Havruta Partner's new/
revised/ better grounded/ enriched/
more nuanced/ more complex etc.

PERSONAL views on these ideas

HOW: by using Dialogical Practices

Post-Seminar Assignment: Preview

Choose a text to study with two or more individuals, preferably teachers.

The goal of your assignment is to practice teaching active listening, supporting and challenging as interpretive practices. We would like you to try out some of the moves and ways of talking that we've explored in this seminar.

Workshop- Group of threes

1. On your own:

Who might you invite to this workshop?

How would you present supporting/challenging to the participants you've invited?

What reason(s) would you provide for learning these practices?

Resources you might want to use:

- Norms of conversation vs. our approach to challenging and supporting (See PPT handout)
- Guidelines for Supporting and Challenging (TAB #3 in your binder)

2. Share – 2 min.

Clarifying questions – 2 min.

(3 turns)

3. Study the R. Papa/R. Shimi text again, with someone who is not in your triad.

Come up with an interpretation ("what is the story about?") and with textual evidences. – 10 min.

4. Divide roles up: one MTEI teacher educator and two participants in the workshop

MTEI teacher educator monitors the discussion:

- asks participant to share interpretation**
- MTEI teacher educator uses active listening, supporting and challenging**

(Please use explicit language: "let me support", "I'd like to challenge you on this")

- participant responds**

Etc.

- participants are invited to use active listening, supporting and challenging**

5. Provide each other feedback- how did it work?

Share how you might do this (differently; better) in your setting.

Did your ideas about the text change in this process?