

Identify “seeds of possibility” and/or “felt difficulties” from the classroom observation and explore underlying issues or questions that emerge from these.

Seeds of possibility and/or felt difficulties	Questions that emerge from these felt difficulties or seeds of possibility
Clarifying what you are trying to do and being clear about why.	What is text study for? How does clarity about what we are trying to do help us plan better?
Children read text in pairs.	How can we learn more about student learning? What is an authentic encounter with a Jewish text?
Difference between the terms or values that the kids expressed in beginning and at end and the values of the text?	How do we know if the students’ learning reflects Jewish values? What things are explicitly Jewish? Which are universal? Do the children distinguish between what is Jewish and what is universal?
Use of words like love/peace and food/water. Teacher introduced the word “values,” but it might not have meant the same thing to the students.	What is and how do you establish a common language that everyone can then use? Language is a tool of teaching — how can we be more mindful/aware/intentional?
When a teacher reframes a question or students’ responses — this seems to have an impact.	For what purposes do we reframe? What does reframing afford or make happen?
Words that kids used, it’s not clear that there was transformation.	How can language be transformed into a Jewish context, Jewish ideas?

<p>Text study: E.g, If we start by saying, “The sages have this big question,” and we give 3 seconds to give how they would answer this question. And then they read but don’t have to do much more with what they encounter.</p>	<p>How pedagogical activities in a lesson might implicitly have a negative effect on how we think of what the text is?</p> <p>The activities send a message; e.g., that the depth of it can be put on a post-it, or it can take 3 seconds to think about.</p> <p>Good intentions about pedagogical activities might not have a beneficial implicit effect.</p>
<p>When a big cataclysmic world event happens — felt difficulty: our silence around raising a big thing that happened in the wider context.</p>	<p>We were talking about what the society needs to exist; for many adults, these values seem at risk. Do we raise these, make these connections?</p>
<p>Hevruta pair that talked about the election in the context of the text.</p>	<p>How can we make space in our teaching for students’ serious thinking to come out?</p>
<p>We didn’t take the learners in consideration. In the moment, there were opportunities to go with their thoughts, to develop more depth.</p>	<p>How much do we stick to the planning and how much to we take the freedom to change, to develop student ideas?</p> <p>Teaching involves make decisions on your feet — how do we make spontaneous decisions that honor kids’ thinking?</p>
<p>“Safe place” “happy place” — student ideas on post its</p>	<p>Seed of possibility to explore: Why did the students say this? Could lead to a conversation about taking this text and seeing its relevance in current context.</p>

<p>We are humans and they are humans.</p>	<p>Do we see change on the part of the students?</p> <p>And do we have the capacity to change within ourselves? To change on the basis of what they offer?</p> <p>How can we position ourselves (and the teachers we work with) for a relational encounter?</p>
<p>The relational is mediated by the “it,” the text; the common is the common “it” that we are working on.</p>	<p>What is the nature of the “its” that we bring to the classroom?</p>
<p>Broader context: who the learners are, where the lesson plan falls in a larger scope, other events at the school and in the world</p>	<p>How do we see, understand the broader context of learning and account for it in our lesson plan?</p>
<p>Kol hamelamed text — you yourself have changed the situation</p>	<p>Resonates with the question of our capacity to change as teachers.</p>
<p>We want Jewish education to be transformational.</p>	<p>How do we “plan” for transformation?</p>