

Abstracts

Yuval Vadee

Ḥaran, Aharon, Ḥaron and Ḥarak

The article treats the marginal note of R. Shemaiah to Rashi's commentary on the inverted Nun at the end of Parashat Noah, examines the testimony of R. Machir, the writer of MS Leipzig 1, and his interpretation to it, and proposes a new reading to R. Shemaiah's words, according to which he asked to note that Rashi's commentary on the inverted Nun is connected with the words "ad ḥaran". In its second part, the article treats the variety of the forms of the inverted Nun in the various manuscripts, and presents a connection between form and content by the Midrashic explanations presented in Rashi and Radak's commentaries.

Keywords:

Rashi; Inverted Nun; MS Leipzig 1.

Efraim Sand

The terminology of total military victory in the biblical world

In the Bible and in the Ancient Near East, there are descriptions of perfect victories in which every male or every person is killed. However, from the Bible itself and from later writings, it appears that not every single person and male were killed. Even in the descriptions of the killing of an entire city or an entire people, it often turns out that not only women and children remained alive, but also men.

The research proposal is that descriptions of mass murder are articulated in military terminology. The meaning of such a description is a complete neutralization of the fighting power of the people or of the city. The logic in such formulations is, that when the military power of a city or a nation is depleted, the political entity also ceases to be an independent entity. From then on, the conqueror dictates everything. Therefore, it can be said that all citizens are not alive (that is, they are not able to express their self-being).

When the civilian population is also murdered, it emerges from the context of the story.

Keywords:

conquest; taboo; Genocide; war in Israel and in the Ancient Near East.

Yosi Ziv

The "Tzidkatcha" verses in the Shabbat afternoon Mincha prayer

According to ancient custom, beginning from at least the middle of the ninth century, the Amida section of the Shabbat afternoon Mincha prayer should be followed by recitation of three verses from the Book of Psalms, all containing the word "Tzidkatcha" ("Your righteousness"). This article investigates the reason behind the custom and reveals surprising connections to the tradition of Beta Israel, as documented in the book "Tezaze Senbet".

Keywords:

Shabbat afternoon Mincha prayer; "Tziduk HaDin" (justification of divine judgement); Moses's death; sinners sentenced to hell; Tezaze Senbet.

Eliyahu Yosef

Between a *tnai* (stipulation) and an oath: a study of the case of the *tnai* of the Gad and Reuben tribes

The *tnai* (stipulation) in Hebrew law derives its structure from the biblical *tnai* that is formulated for the first time in the story of the division of the Land of Israel and the inheritance of Transjordan to the tribes of Reuben and Gad. This paper focuses on the structure of the *tnai* as formulated in the Bible and developed in Jewish law. However, it seems that the *tnai* formulated in the Bible by the tribes of Reuben and Gad was only one of the ways to enable the settlement of the tribes of Reuben and Gad in Transjordan. According to the description at the end of the book of Numbers, the book of Deuteronomy and also in the book of Joshua, it becomes clear that the settlement of the tribes of Reuben and Gad in Transjordan was not due to the fulfillment of the *tnai* but from the oath they swore to Moses. In fact, from a legal point of view, the tribes of Reuben and Gad won the Transjordan already in the days of Moses and did not have to wait until the end of the occupation of the land of Israel. The paper will discuss the special nature of the *tnai* of the Reuben and Gad tribes and the transition from the language of a stipulation to the language of an oath in their words to Moses. It turns out that it was not the *tnai* but the oath that brought about the fulfillment of their promise to go to war at the head of the tribes of Israel.

Keywords:

Tnai (stipulation) of Reuben and Gad tribes; oath; transjordan.

David Chaim Kalir

David, king of Israel is alive and well

The article deals with a unique phrase in rabbinic literature - "David King of Israel is alive and well."

While the idiom appears in the Babylonian Talmud, R"H 25a , it does not appear elsewhere in the Tannaitic or Talmudic corpus. We will examine its use in this single Sugya.

It seems that the use of the phrase "David King of Israel is alive and well" was used as a hidden code in the ceremony to sanctify the New Moon.

We will analyze the phrase in the Bavli, based on the Mishnah in R"H 2:8 - "And two others came and said: We saw it at its expected time, yet in the night of the added day it did not appear. And Rabban Gamliel accepted their evidence".

New light will be shed on this Sugya as we compare the parallel source in the Jerusalem Talmud.

I am of the opinion that there is a need to understand the phrase in its context in the Sugya and, as a result, we shall explain its use in the "Sanctification of the Moon" service and its place in Jewish tradition.

Keywords:

sanctify the new moon; hidden code; Rabban Gamliel; evidence.

Anat Gilat

"The light inside me": 'Tell and Talk' with pupils by teachers at elementary school

'Tell and Talk' is an educational activity based on the social emotional approach to learning (SEL – Social and Emotional Learning) and the narrative approach to therapy, counseling, and education. The meeting point between them is the belief that the powers and the solutions lie in humans, as in their social environment. The teachers implemented the activity through 'Tell and Talk' practices: double listening, asking questions and mediating. Through them they created a process dialogue with the pupils to tell their personal story, express feelings and discover abilities and ways of coping. The activity was implemented by five teachers who studied, practiced, researched and implemented it during their master's degree studies, each with her elementary pupil, a total of 13 pupils. The research method for data collection and analysis was qualitative-narrative. From the findings emerged a narrative with a circular superstructure in which each circle stemmed from the previous one and transferred to the one after. It consisted of three themes: a. identifying the overwhelming difficulty and the emotions it evokes, b. calling the difficulty a name or formulate a title, and c. finally making the difficulty manageable and dealt with. The conclusion that emerged from the findings is that the activity of 'Tell and Talk' in the process of teaching can illuminate the wisdom of the personal story that treasures within it the narrator's ability to help himself and open a space of acceptance, inclusion and closeness, from which both the teachers and the pupils will benefit.

Keywords:

process discourse; listening; formulating and asking questions; mediation; mediated learning.

Oren Cohen Zada

"And together, we will create to infinity": Professional learning communities as a conflict- management tool in heterogeneous teachers'

Heterogeneous teaching personnel are diverse in composition, comprising both individually inclined teachers and those who favour collaborative work methods. To date, the research has focused on different forms of collegial relations and defined a collaboration continuum from weak to stronger forms. This study outlines the possibility that heterogeneous staff can evolve from individualism into the state of collaboration, coping, adaptation and compromise while integrating traditional and modern teamwork patterns. Individualistic and collaborative teachers participating in a professional learning community (PLC) undergo a process of change, achieve better understanding of the others' view and adopt new teamwork forms through conciliation and adaptation, without coercion. The findings of this study show that a PLC serves as a platform for the creation of a collaborative process among different teachers and school administration. Using this platform, teachers can adapt to each group's difference and thus develop an inclusive, flexible, open, and conciliatory culture as an opportunity for an agreed form of teamwork.

Keywords:

Heterogeneous teaching staff; PLC, teamwork; teacher collaboration; teacher individualism.

Nurith Ronen and Aliza Ben-Shushan

Characteristics of the kindergarten teacher that govern green kindergarten: Professional identity

Current qualitative research explores characteristics of the teacher that govern green kindergartens. The goal of this research is to explore the professional identity of three teachers who govern the green kindergartens in the system of state religious education. We find that professional characterization of three teachers reveals two main features: relationship of the teachers with the kindergarten staff and with the parents from one side and sustainability education, i.e. training towards the environmentalist lifestyle, from the other side.

Conclusions of the research demonstrate that the teachers in the green kindergartens can be characterized as personalities that see in the education for the sustainability both a mean for cultivating the values in the present society, and a care for the future generations. They are capable to promote the involvement of the staff and the parents in the kindergarten's life and to develop the relationship with the community in the framework of their educational sustainability attitude. These teachers can collaborate with other interested actors.

This research can help the teachers to develop their professional attitude towards the sustainability education in the green kindergartens in the modern age. Besides, this research can help to other interested parties to make educated choices when hiring the teachers with appropriate professional characteristics to govern the green educational institutions.

Keywords:

kindergarten teacher; green kindergarten; existence; community; extracurricular learning; educational concept.

Ronen Kasperski and Orly Crispel

Simulation-based learning as a means of developing interpersonal communication skills among preservice teachers

The present study focused on examining the potential contribution of simulation-based learning (SBL) to the development of preservice teachers' communication skills, after it has been proven to be useful in the training of medical teams. Ten preservice teachers were interviewed after participating in SBL. The interviewees described SBL as a deep-water experience that gave them a glimpse of the day after they complete their training. The respondents stressed the role of the debriefing phase that took place after each simulation, which provided further processing and deep understanding of multiple conflict management and communication skills that managed to advance the problem-solving process in each scenario. Importantly, some reported that they were able to draw insights from what they had learned through SBL and to better respond to their day-to-day practicum challenges. This study adds an important perspective on using SBL as an effective means of developing critical conflict management and communication skills of future teachers.

Keywords:

simulation; conflict management; communication skills; social emotional learning (SEL); interpersonal skills.

Orly Crispel and Tali Fried

A unique program for cultivating students' self-efficacy and empowerment as part of teacher training

The aim of the study was to examine how recently qualified female teachers assimilated their learning about cultivating students' self-efficacy, as taught on the teacher training program. In addition, we examined how they were applying this learning in their teaching in elementary school. In-depth interviews were conducted with three former students during their first year of employment as teachers. Other resources used were insights that emerged from reflective journals written by the former students during their three years of training and from our conversations with principals of the schools in which two of the participants were working. The participants' educational approach was apparent from the study, centered on intentional empowerment of their students and on strengthening the students' self-efficacy. They reported that their college training had contributed to their practical implementation of this approach. The findings indicate that as well as taking an individual approach that sees the student's needs, in the participants' work as teachers, they broadened their individual approach to implement the personalization approach in education. They had learned about this approach in the college training program and were using it as the educational infrastructure for their work. These conclusions reinforce the importance of teaching based on social-emotional skills in view of the low emphasis placed on this field in teacher education and training and on the priority given to promoting academic achievement-oriented programs.

Keywords:

self-efficacy; personalization; empathy in teaching; social-emotional skills; teacher training.