

STRATFORD



COLLEGE

Jewish Studies

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1. Jewish Education in Stratford College

Mission Statement

Stratford College is a teaching and learning community committed to quality and excellence in education.

We are dedicated to:

- Providing a nurturing environment where each individual can develop self-esteem and a sense of their place in, and responsibility to, society.
- Instructing Jewish students in their religion while fostering mutual respect for all traditions.
- Promoting personal achievement and academic success.
- Respecting the unique potential of every student and encouraging each to maximise it.

Ethos

Stratford College was founded by the Dublin Jewish Community and provides a secondary education within a Jewish ethos, as defined by The Chief Rabbi of Ireland. It also welcomes pupils from other denominations and those of none. This richness of heritage combined with our experience of valuing other minority groups and of individuals makes our school truly unique. We welcome students from primary schools who share our commitment to such cultural and religious diversity.

History

The Irish Jewish Community is about 350 years old with the numbers peaking in 1946 at nearly 4,000. The

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community created and maintains its own religious, educational, charitable and social institutions, some of which have been generously supported by the state.

Education

The two educational institutions in the community are Stratford National School and Stratford College, collectively known as Stratford Schools. Stratford Schools share a common ethos, management, and campus, many facilities and some staff.

Stratford College, a highly regarded small co-educational fee paying secondary school, was founded in the 1950s by members of the Jewish Community in Dublin and is the only secondary school with a Jewish ethos, as defined by the Chief Rabbi of Ireland, in the state. However, for over 30 years its reputation for providing a broad based liberal pupil centred education has attracted students from a variety of religious and cultural background who have made a valuable contribution to the life of the school. Secondary school students are aged from 12 -18 years of age approx.

PATRONAGE/TRUSTEESHIP AND MANAGEMENT

The responsibility for the provision of Jewish education in Dublin is Dublin Talmud Torah, an elected group of people from the Jewish Community and one of several Jewish institutions in Dublin. Dublin Talmud Torah dates back to 1920s. The Patron, Trustees and management of the school belong to this body.

The ownership of Stratford College is vested in the Trustees of Stratford Schools. There are three current Trustees who are responsible for determining the nature

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and purpose of the school in all management activities. The School Managers are nominated by the members of Dublin Talmud Torah and are ratified by the Trustees. They are responsible for the running of the schools. The day- to- day management of the schools is delegated to the Principals. For contact details for these community bodies see Appendix 1.

Admissions

Admission to the school is subject to the Admissions Policy of the school.

Prayers

The School day begins with the traditional but abbreviated Shacharit prayer.

Curricula

The school follows the Department of Education and Science curricula for Junior Certificate Jewish Studies (Pilot; 4 periods a week). Leaving Certificate Hebrew Studies (5 periods a week) **or** the non examinable option of senior level Jewish Studies is also provided (3 periods a week).

1. JUNIOR CERTIFICATE JEWISH STUDIES (SEE APPENDIX 1 FOR MORE DETAILS)

In the junior cycle, Jewish Studies relates to the area of Social, Political and Environmental Education. Jewish Studies contributes to the students growing understanding of the social, cultural and religious forces that have shaped the world they live in.

The Jewish Studies syllabus seeks to promote an understanding and appreciation of different beliefs, peoples and cultures and a tolerance and respect for the

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values and beliefs of all. In the context of an increasingly diverse culture it is important that young people have an understanding of a variety of cultural and religious traditions encountered not just in Ireland but in Europe and the wider world too.

Jewish Studies also contributes to the development of skills used in a variety of subjects, such as historical and literary investigation, working with evidence, information processing, argumentation, critical thinking and analysis.

The study of Judaism, the monotheistic religion from which Christianity originated, is fundamental to an understanding of western cultural values and ideas. In a multicultural society citizens need a broad historical, religious, and literary knowledge to be able to understand and appreciate their own traditions and values as well as those of other, or of no, religious traditions.

The Junior Certificate syllabus in Jewish Studies has been drawn up to cater for a wide range of student ability. A significant element of choice is allowed so that the teacher may choose those sections most suitable to his/her particular students.

Complementing the variety of subject matter, the syllabus encourages a variety of approaches to teaching, for example the use of different literary texts, biographical studies, research, and field trips. Through a range of investigations and participatory activities the students attain the specified learning outcomes, gaining historical, literary, cultural, social and religious knowledge and understanding.

SYLLABUS AIMS

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The Junior Certificate Jewish Studies syllabus has the following aims:

- ❑ To enable students to broaden their historical, literary, cultural and religious knowledge and understanding
- ❑ To foster an appreciation of and respect for Judaism as a major world religion
- ❑ To foster an appreciation of the contribution that Jews and Judaism has made to the historical, socio-economic and religious development of the western world
- ❑ To promote some skills and attitudes that are important for intercultural living

2. Leaving Certificate Hebrew

The students should significantly advance their ability to deal with the Biblical Hebrew language and texts. A series of texts aim to bring the students through the biblical material, to see how these themes are developed in the Mishna, leading towards the practices and viewpoints that we are familiar with nowadays and giving them an appreciation of the development of their tradition.

The students will be working towards an ability to put the textual material into an historic context and deal with thematic questions, such as those on family and festivals. They should gain a greater understanding of the development of halacha (Jewish religious legalities) and the development of language. They should be honing their analytical skills and gaining a greater feel for the discipline of history, while at the same time feeling a direction connection with that history. See Appendix 2 for more details.

3. Leaving Certificate Jewish Studies

Jewish students not taking Leaving Certificate Hebrew will follow an alternate Jewish Studies curriculum.

The focus of this curriculum is on living an active Jewish life, being more aware of Jewish topics and issues that are

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relevant today, and dovetailing that with the culture we live in.

A wide range of Jewish issues are covered, including:

- Fluency in reading Hebrew, and familiarity with the siddur, & the Shabbat service.
- Study of selected topics from Tanach covering pivotal events in Jewish history (Formation of the People, Great Leaders & Prophets, Exile and Exodus, the Divine Covenant, Land of Israel through the ages, Holy Sites etc)
- Life cycle (covering Brit Milah, Pidyon Ha'ben, Bar / Bat Mitzvah, Marriage, Sickness, Death and Burial, the Afterlife)
- Jewish Law (covering Shabbat, Kashrut, Mikvah & Family Purity, Laws for a Jewish Home, 10 vs 613 Commandments, Written & Oral Law, formation of Mishna, Talmud, and Halacha etc)
- The Jewish Calendar (Lunar vs. Solar cycles, Hebrew Months, Festivals and Observances, Signs of the Zodiac, Days of Note in the Jewish Calendar etc)
- Medical Ethics (covering Contraception, Abortion, Organ Transplants, Brain Death, D.N.R requests, Cosmetic Surgery etc)

A variety of approaches are used in this curriculum, including multimedia presentations, library and internet research, debate and discussion, and field trips.

School Calendar

The school calendar complies with DES regulations, the Jewish religious calendar and the DES calendar where possible. When the Jewish holidays fall outside regular school holidays the school observes them and makes up the required days at other times during the year.

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Dietary Restrictions

Kosher food is provided for all school functions and by the school Tuck Shop.

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APPENDIX 1

1. Junior Certificate Jewish Studies

SYLLABUS OBJECTIVES

Objectives specific to Higher Level are in bold

KNOWLEDGE AND UNDERSTANDING

The student will develop a knowledge and understanding of

- ❑ The origins, historical development **and interrelatedness** of fundamental Jewish beliefs and practices
- ❑ The development of the Irish Jewish communities and their contribution to Irish life
- ❑ The role of Revelation, Torah and Covenant as the foundation of Jewish belief and **how they relate to each other**
- ❑ The significance of sacred places, sacred writings and sacred times in Judaism
- ❑ How Judaism impacts on the lives of individuals, communities and the wider world
- ❑ The causes of the Holocaust, its effects, and lessons that can be learned from it for today.

SKILLS

The student will develop skills associated with

- ❑ Sourcing and using information from a variety of sources, including field study
- ❑ Reading and interpreting texts
- ❑ Expressing opinions, discussing, reasoning and engaging in debate and argument

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- ❑ Preparing and presenting information using a variety of media
- ❑ Engaging in independent study and research
- ❑ Thinking imaginatively and empathetically
- ❑ Working with others
- ❑ Using and creating maps and architectural models
- ❑ Forming opinions and judgments based on a critical examination of the available evidence

ATTITUDES

The student will develop:

- An openness to and interest in religious and cultural diversity within an intercultural society
- Respect and appreciation for the values and beliefs of all
- An appreciation of the role of Jews and Judaism in the development of western culture, with particular focus on Ireland.
- An appreciation of the written and oral tradition of belief and deed in Judaism.

SYLLABUS STRUCTURE

The syllabus is presented in seven sections.

1. The Irish Jewish Community and the Jewish Home
2. Beliefs and Moral Teachings
3. The Sacred in Jewish Faith
4. Sacred Writings and Commentaries
5. Holy Places
6. The Holocaust
7. Hebrew Language

Within each syllabus section, topics and sub-topics are described, together with learning outcomes. Each section is a self-contained unit of work.

Students must study five sections, one of which will be the subject of coursework.

Course work accounts for 20% of the total examination.

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2. Leaving Certificate Hebrew Syllabus

The Hebrew Leaving Certificate syllabus is organized thematically. There are four sections. In each section there is a choice between two subjects, as follows:

1. Family or Government and Monarchy
2. Prophetic Protest or Wisdom
3. Worship (Sacrifice and Prayer) or Festivals and Symbols
4. Election and Covenant or Messianism

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סטרטפורד קולג', דבלין (תיכון מעורב)

המאפיינים העיקריים של התיכון שלנו :

***סביבה חברתית הדוקה ומרושתת**

***מרכז הוראה ולמידה לתלמיד**

***סביבת למידה איכותית**

"תחושת שיתוף חזקה בין קהילה, למידה פעילה וסביבת למידה".

פטרישה גורדון

מנהלת

***סביבה חברתית הדוקה ומרושתת**

המורשת העשירה של בית הספר יחד עם היכולת להערכת יחידים הופכת את בית הספר שלנו למיוחד. אנחנו מקבלים בברכה תלמידים מכל תרבות, דת ורקע משפחתי, תוך יצירת תחושה אמיתית של קהילה ושייכות, כך שלמידה והתפתחות חברתית מקבלים דגש מיוחד.

"סטרטפורד קולג' הוא בית ספר ייחודי המעודד ומקבל בברכה מפגש של תרבויות ודתות שונות" תלמיד כיתה ט' (שנה שלישית בבית הספר).

"סטרטפורד קולג' מספק סביבה חברתית, ייחודית וחמה לילדנו. בבית הספר תחושת המוכרות חזקה מאוד והילד אינו עוד מספר, דבר המחזק מאוד את תחושת השייכות. סטרטפורד קולג' מספק גם אפשרויות לכל ילד לתרום ולפעול כחלק ממערכת משוב מצויינת".
הורים לתלמיד בסטרטפורד

***מרכז הוראה ולמידה לתלמיד**

אנחנו מספקים סביבת למידה נמרצת לתלמידים, אשר מאתגרת אותם להשיג את מלא היכולת האקדמית שלהם.

אנחנו משיגים זאת באמצעות:

* כיתות קטנות.

* מורים נמרצים בעלי מוטיבציה גבוהה.

* תחומי לימוד נרחבים.

* מרכז למידה חדיש לתלמיד.

* תוכניות ספורט מובנות.

* טיולים חינוכיים באירלנד ומחוצה לה.

* מוזיקה ודרמה.

* דיונים חינוכיים כמו: פרלמנט צעירי אירופה.

"אני זוקפת את הצלחתו של בית הספר לסביבה התומכת והמסירות של הצוות הבית סיפרי"
הורה

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" אני פשוט לא יכול לדמיין את לימודי בבית ספר אחר מסטרטפורד...מורים טובים הם מורים שיוצרים שיתוף והנאה בלימודים ומעודדים את תוצרי התלמידים"
תלמיד שנה שישית

***סביבת למידה איכותית**

האמצעים והשירותים האיכותיים שעומדים לרשות התלמיד:
*מפרט ממוחשב חדשני ואיכותי ומעבדת מחשבים.
*סיפריה מאוישת על ידי ספרנית מקצועית.
*חדרי התמחויות , כגון: חדר אומנות, חדר מוזיקה, מעבדת מדע.
*למידה מונחית

****EAL**—בנוסף לכל אלה שעות לימוד נוספות באנגלית, במידת הצורך, ניתנות בבית הספר.

למידע נוסף(באנגלית) יש לפנות למזכירות בית הספר בטלפון 353-1-4922315
במייל:

admin@stratfordcollege.ie

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