

# We Are Associated

**INSPIRING STUDENTS**  
WITH THE **STRENGTH OF**  
**TRADITION** AND THE  
**POWER OF INNOVATION**  
התחדשות מתמדת בעידן  
של מציאות משתנה



אביב תש"ף | SPRING 2020



# a message from **OUR LEADERSHIP**

**ELAINE OSHER** • Board President  
**ORA SHULMAN** • Head of School

**WE ARE ASSOCIATED** is distributed to members of the AHS community, including parents, grandparents, alumni and friends of the school.

**ASSOCIATED HEBREW SCHOOLS OF TORONTO**  
Hurwich Education Centre  
Danilack Middle School  
Kamin Elementary School  
252 Finch Avenue West , Toronto, ON M2R 1M9  
Posluns Education Centre  
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## **Tradition and Innovation**

This year at AHS, our theme has been “Tradition and Innovation,” with a focus on deepening tradition, and furthering innovation. The COVID-19 global health crisis has certainly demonstrated our commitment to and adeptness for innovation, as we quickly and successfully transitioned to our distance learning program.

Our school has a rich history in Toronto’s Jewish community, and as a community school, this is essential to our identity in terms of exploring and celebrating our Jewish tradition and culture, while

staying connected to our communities and to the state of Israel.

And in fact, our school community is just as key to the innovation aspect of our theme. To borrow a turn of phrase from the book Vintage Innovation, we are “building a bridge between the past and the future. [...] It’s the overlap of old ideas and strategies with new technology, contexts, and knowledge.” Innovative education hinges on community, and our innovative approach to education has led us to welcome many aspects of our community into our halls.

With our renovations in place in the Hurwich campus, we have been sharing spaces in the building in a wide range of innovative ways, from classes collaborating in our Learning Commons, to communal prayer in the Beit Knesset.

And of course, innovation, learning, and community all reach much further than the physical walls and halls of our school. The past few months have brought us many unexpected situations, but we have been fortunate in the resilience of our community, the innovative approach of our educators, and the dedication of our staff, students, families, and lay leaders. We have continued our innovative learning about our traditions as we shifted to online learning in mid-March, with a full complement of online courses in General and Judaic Studies.

*With the support of our administration, parents, and lay leaders, this transition to digital learning has led to highly successful learning experiences for our students*

This unexpected situation brought to light the value of the work we do, and the commitment of every member of our community. Our lay leaders have continuously displayed this commitment, whether volunteering for the Day of Giving or our ongoing campaign, sitting on various committees to collaborate and share their expertise, or serving as role models to a community thrust into a new set of circumstances, such as in the early weeks of our transition to online learning.

As we have continued to invest efforts in bringing our community further into the school, and in doing what is best for our students in a rapidly-changing world, we have benefitted from the interplay between tradition and innovation. Teachers are the heart of innovation. Our teachers design learning experiences suited to our students' learning needs and interests, and empower students with voice and

choice. Teachers help students to shape deeply human mindsets and habits, and equip them with timeless skills. Our teachers have emphasized the 21st-century skills of collaboration and communication, critical thinking and problem solving, that are rooted in the earliest Jewish educational traditions. We have broadened our sphere of learning, by integrating such features as Posluns' Pinat Chai ("Living Corner," the wall of living animals that our students care for), and the new Green Wall at each campus, made up of flowers planted by our students.

We have enriched our students' learning, and their personal connection to Jewish tradition, with multi-generational learning initiatives, including Grandparent Day events and the My Family Story project. As a community school, the education that we provide is innovative in every way, reaching so far beyond technology.

In the spirit of community recognition and hakarat hatov, I (Ora) want to extend my deepest thanks to Elaine Osher, our outgoing Board President, and her team. Elaine's leadership has been a guiding light for the school throughout our many recent changes, and she is a shining example of the integrity, resilience, and care that Associated has always stood for.

And I (Elaine) want to thank the outstanding team of Associated educators, staff and lay leaders who are driven by their love and commitment to our great school - and to our wonderful community of students and parents who have put their trust in us. My term comes to an end in June. It has been a privilege to serve as Board President for the last 3 years and most definitely an honour to have worked so closely with Ora Shulman whose vision and leadership inspires us all.

**As you will see throughout this issue of We Are Associated, the AHS community has been hard at work "traditionalizing innovation and innovating tradition." We can't wait to see what's next!**

## the warmth of community: the GOLDSTEIN FAMILY



Sarah '95 and Josh Goldstein pictured with their children, Zachary, Jacob and Ava.

We feel so fortunate that our educational journey has led us to Associated Kamin. After living in both the US and Kingston, Ontario, and then spending a few years at a different school, we know that we have finally found the right place for our family. **We love the sense of community, warmth and inclusiveness that is felt throughout the school.** From our very first meeting, all of the administrators took the time to get to know our children and to welcome them into their new school. The teachers and staff have been wonderful at fostering open communication and a true parent partnership in our children's learning and growth, for which we are so grateful.

Since Zachary and Jacob started in Grades 4 and 2 at AHS this past fall, we have watched them strengthen their love for learning both in General and Hebrew studies, deepen their connection to the Jewish values and traditions we instill at home, and create ever lasting friendships. Our children love participating in innovative lunch time programs like the Makerspace and the school sports teams. Zachary is currently taking part in Project Give Back, which has provided a wonderful opportunity to build character and empathy, while reinforcing the importance of giving back to the community. We are looking forward to having our daughter Ava join the AHS family in September 2020 as she begins SK.

# BEING a NEWBIE

by Dylan Adler- Grade 7 student,  
Danilack Middle School



Hello, my name is Dylan and I am one of the few newbies here at AHS. So who am I, you ask? I am twelve-years-old, I had my Bat-Mitzvah (in Israel!!!) last summer, I just began seventh grade at Associated, and I have the cutest, but most stubborn dog in the world. I am also a dedicated writer and have always loved learning.

Associated is my fourth school and I was welcomed in with open arms. All of my other schools were Jewish day schools. I began at a midtown Jewish Day School, then moved to Dallas, Texas.

There, I went to The Ann and Nate Levine Academy. When I moved back last year I went to a downtown Jewish Day School for a year. So as you can guess,

I have a lot to compare Associated to and a lot of experience, and so far I can say that Associated is an amazing school! It possesses so many exciting challenges and so many creative projects and activities everyday. Even in Hebrew we do actual projects like we would in our English classes. For example, in Lurit we are currently working in the Makerspace. Our project is to pick either a modern Eer (city), Kibbutz (a community in which everyone shares everything and has equal salary, no matter the job), or a Moshav (like a Kibbutz but residents have different salaries and private responsibilities) in Israel. Then we have to research the place, build a model of its most important landmarks/buildings, and later write a small essay in Hebrew about it. For example, my group and I are doing Lohamei HaGeta'Ot, meaning Ghetto Fighters Kibbutz, a small Kibbutz near Akko.

What's really funny about AHS is that my mom and my uncle went to this school and told me that it was "old school", that all the teachers were extremely strict and the colours dull (if you know what I mean). But if someone were to ask me right now about AHS, I would say that I learn so much everyday and embrace and celebrate Judaism in all my lessons. I would say that my teachers give us challenges to complete and paragraphs to write that reflect our personalities. We hold debates in class about politics, but also learn stories and laws discussed in the Torah.

**So that's what I think of Associated; a creative, welcoming, learning experience that prepares us for what is to come and encourages us to develop our own opinions and to create our own ideas.**

## A Love of Learning: the WARNER FAMILY

Our son Josh started Grade 1 at Associated Postluns this year, and it has been a wonderful experience both for him and for our entire family. Josh loves to learn and so it was very important for us to find a school where his curiosity was valued and nurtured. Since he began at AHS, we have seen that spark for learning grow even brighter. The academics at AHS are so strong; Josh's reading, writing and his knowledge of Jewish stories and prayers developed very quickly.

In addition to the academics, we feel fortunate to be embraced by a wonderful community that has made the transition to a new school so seamless, easy and successful. Our nieces and nephew are also

students at AHS, and we are impressed to see how the school has nurtured their love of learning and Yiddishkeit as well.

We couldn't be happier with our choice to send Josh to AHS; the quality of the education is exceptional and the warmth of the community is truly special. We are excited for his two younger siblings to join him in the coming years!

*The quality of the education is exceptional and the warmth of the community is truly special*

Alana, Sarah, Joshua,  
Matthew and Eric Warner '97.  
Photo credit: Aron Weinstein



# To Till and to Tend



Two of Associated's Judaic studies teachers have created an innovative educational program that is changing the way students learn and garnering attention from educational experts.

Last summer, Yodfat Mandil and Tammy Paul, Grade 5 teachers at Posluns and Kamin respectively, participated in the Legacy Heritage Instructional Leadership Institute. It's a program that prepares empowers to develop outcome-based programs allowing students to deeply and meaningfully delve into sacred texts. To say that they were inspired is an understatement.

Using students' interest in existing "green" programs as the impetus, they enthusiastically developed L'Oudah u L'Shomrah (to till and to tend) a curricular unit that connects environmentalism to sacred texts. The name comes from Hashem's instruction to mankind in the book of Genesis. In the first chapter, man is commanded to fill the Earth and master it. The second chapter is where Man is commanded to till and to tend the garden of Eden. "The curriculum pushes students to consider the different approaches of each chapter and to ponder the options that Hashem gives us in



exercising our responsibility to the Earth," Tammy explains with excitement. "It allows them to discover the environmentalism found in sacred texts." Yodfat adds that "we wrote a curriculum based on the notion that ecology and current environmental issues are integral parts of the Jewish tradition". Further, the curriculum connects to Associated's theme of tradition and innovation as it takes the elevated ideas from Jewish texts and combines them with environmental studies to make connections and build ambassadors for the earth.

**"The program is in essence an intersection of tradition and innovation in that we are taking concepts from the Torah and are making them applicable today. We make it relevant. Not only to the environment but to our students on a personal level", emphasizes Yodfat.**

The program challenges students in many ways. First, the entire unit is taught in Hebrew, which means students must use Hebrew to discuss environmental terms. In addition, they use Mishna and Talmud as the basis for learning, texts that normally aren't studied until Middle School. Most impressive however, proudly notes Yodfat, is that "they are dealing with big ideas and creating personal connections to texts."

An example Yodfat provided is a unit on open urban spaces for which students investigated a statement in the Talmud that prohibits Jews from living in a place without a garden. "That led to some very animated discussion and questions," she excitedly reports. "For example, if you move to a place with no garden, do you have to create one?" "What's really amazing," explains Yodfat is "the Mishnah and the Talmud use biblical passages, to support the protection of the environment, which gives the Jewish environmental perspective roots in an ancient and rich tradition."



One of the initiatives related to the curriculum is the Green Troupe. It's based on expert opinions suggesting that plants enhance classroom learning – particularly in math and literacy. A group of students at each campus took the responsibility of growing plants and delivering one to each classroom. "The response has been incredibly enthusiastic," explains Tammy. "Students were eager to take responsibility for plants. Each class has named and is taking care of their plants. The excitement has trickled down to the whole school. The best part is that the event we organized to celebrate the initiative created a connection between campuses."

*"Students are naturally concerned about environmental issues," remarks Yodfat with a smile. In the fall, kids reacted to the forest fires in Australia by raising money. "They demonstrated that children have the power to change the world." Clearly, Yodfat and Tammy are having an enormous impact on their students and the community by finding ways to connect sacred texts to the real world.*

## Associated's Green Superhero

Thinking about green superheroes might conjure up images of the Hulk but at Associated, Auiu Sharon is an environmental superstar. As a Grade 7 student at Danilack and a member of the Eco-team, he has initiated or been involved in just about every "green" project at the school.



Auiu Sharon, Grade 7 student at Danilack Middle School and Ambassador of the Earth.

He organized litterless lunches, with no garbage of any kind and advocated for a compostable food bin in the lunchroom, even emailing the local municipal councillor for help in defraying the \$8 a week cost. He has been involved in the planning for growing plants both at the school and in gardens on the grounds. Outside school he has attended climate change rallies and become increasingly interested in environmental issues.

His interest in the environment has grown gradually. "It started when I went to a climate march and became more aware," he explains. "Then I researched political parties and signed up for emails from the Green Party." For his Bar Mitzvah he asked people to donate to environmental causes instead of giving gifts. "We even had a volunteering event as part of the celebration," he proudly recounts.

Auiu has lots of ideas for future projects. "I'd like to see the school using more sustainable paper," he says. "We need to keep our forest safe." More than anything Auiu would like to raise awareness of environmental issues. "It would be great to see kids thinking more about what they can do," he declares with excitement.

If Auiu keeps up his seemingly superhuman efforts, it's hard to believe he won't reach his goals, which will benefit both Associated and the environment.

# AHS Alumna Spotlight **YARDEN HORWITZ, '02**

Current Location: New York City

Current Role: Co-Founder of Spate, the artificial intelligence trends platform for beauty and food.



You may not personally know Yarden Horwitz, but chances are she can guess your preferred lipstick brand and favourite meal. No, she's not psychic; she's the co-founder of Spate, a trends platform that uses big data to analyze billions of searches, identifying what people are looking for to guide companies in product innovation and development. Horwitz previously worked at Google, where she co-founded "Trendspotting" – an initiative to create reports using data science for consumer trends prediction. Based on Trendspotting's success, Horwitz and her partner (another former Google employee) co-founded Spate in 2018.

Spate's vision is to build the world's best consumer trends prediction platform by tapping into publicly available consumer data (anonymous and aggregated) to identify exciting shifts in consumer behavior. The company has been backed by Y Combinator, a start-up investment firm that has also funded ventures like Reddit and Air BnB.

Yarden credits much of her success to the foundation that was laid during her years as an AHS student. "In the world of start-ups, you are constantly considering age old problems that must be approached in new and different ways," Yarden explains. **"At AHS, I was taught to work hard, to think both creatively and analytically and to have confidence in myself. I learned respect for others and for our environment and discovered the value of community. To this day, the people I met at AHS are still my best friends and support network. The strength of my AHS education and the relationships I built there continue to guide me both personally and professionally."**

# Teacher Feature: **meet DINAH GOLDSTEIN**

Teacher - Kamin



Dinah '93, Mark '93  
pictured with their children  
Ivy, Marlee and Devin

## What is your role at Associated?

I've been teaching at Associated for 15 years and am currently teaching Grade 4 General Studies at Kamin. Most recently, I've been involved with Makerspace lesson planning and design and helping teachers build inquiry and design into their lessons.

## What is your connection to Associated?

I am a proud AHS alumnus '93, and I met my husband, Mark Goldstein '93 in Grade 4 at Associated. When we got married, we moved to Calgary for a few years, and when we came back, I knew I wanted to teach at Associated. I was lucky enough to land my dream teaching job at a school that feels like home to me and my family. All three of my children, Ivy (JK), Devin (Grade 2) and Marlee (Grade 5) have attended AHS since Bet Haya'eled. I have 7 nieces and nephews at the school as well.

## Why do you love teaching at Associated?

Associated really is my second home. Not only have I grown up here as a person, but I've seen my children grow up here. I love the community atmosphere and I love the connection that students have with their teachers and with each other. My whole family really feels part of something-- a very special community. I feel honoured to teach in a community that upholds Jewish values and traditions.

## What is your teaching philosophy?

As a teacher, I value the natural curiosity that students possess and the questions that they ask during class discussions. It's their questions and inquisitiveness that drive my instruction in directions I never thought about. Over my years of teaching I have incorporated more inquiry and design thinking, more open-ended lessons and more explorations. I try as much as possible to build inquiry into all my lessons and let my students use different mediums to reach their own conclusions. When you release responsibility to the students, they connect better with the lessons and their natural curiosity drives the learning to a whole new level.

## How do you bring the theme of tradition and innovation to life in your classroom?

Innovation, technology and inquiry are built into my lessons and are always present in my classroom. I revamp lessons each year so that learning is not only exciting for my students, but also for me.

## What else makes Associated unique?

AHS is different than any other Jewish day school. Our academic standards both in Jewish and General Studies are high and we have a very diverse community of students, families, and staff. We are a very accepting community, and provide the perfect balance of a school environment that caters equally to innovation and traditions.

# BRIDGING GENERATIONS

By Ora Shulman  
Head of School

There are a few classes in the school who still call me “Savta.” When they were in Bet Hayered, I would visit the kindergarten classes, and my grandchildren, who were students in the class, would greet me, shouting “Savta!” It took some of their classmates a few years to realize that that was not my name.

And in truth, when we work with kids, in many ways we see them as our own. I am at an age where I can appreciate being seen as a grandmother to all our students. We get to see these children growing, learning and working hard from year to year. Although their parents play the most important role in nurturing their development, we as teachers and educators often also feel very parental.

At the same time, when our kids come to school, in some ways, their grandparents come with them. I have seen many grandparents dropping their grandchildren off at school – the love in their eyes as they bid their grandchildren goodbye, the excitement when they pick them up to hear all about their grandchildren’s adventures and learning throughout the day.

The grandparents in our school community are a highly educated and qualified group, with a great deal of lived experiences. Parents have many demands on their time, as they are actively engaged in raising children – but many of our grandparents have a more flexible schedule. As a school, we have been exploring ways to further our grandparents’ involvement in the school and making best use of the expertise they have to offer.

Over the summer, I met with a small group of highly-engaged grandparents from our school community. We shared in some learning together and we talked about what they wanted to see or experience more of at AHS. We also discussed how other grandparents could be drawn into school life. This led to the formation of our Grandparent Liaison Committee

“The gift of participating in my grandchildren’s classrooms gives me that warm feeling of the continuity of Jewish education as I remember my children at the school not so long ago... When I enter the various classrooms, I smile inside as I see my grandchildren thriving in this dynamic Jewish environment. I am always welcomed by teachers and students and I feel that my contribution is not limited to my own grandchildren but to all the students of their classes. They huddle around me and listen to my every word. They are smart and full of potential. I thank Ora Shulman for allowing grandparents to witness the warm and nurturing learning environment of AHS. It is a privilege to be a part of educating the Leaders of tomorrow’s Jewish Community!

~Ruby Kaplan, grandparent of 3 AHS students and member of the Grandparent Liaison Committee

with whom we are working to develop creative and engaging ways to involve grandparents in school life. Having grandparents as part of the fabric of our school is truly an embodiment of our theme of Tradition and Innovation, as our grandparents bring their own experiences to the school, and see how schooling has changed since their own elementary school days.

It was in that spirit that we piloted a Grandparents’ Day, for one grade at each of our three branches. Grandparents had the opportunity to learn and explore side by side with their grandchildren.

Particularly today, grandparents occupy a unique position in time. They are a bridge to previous generations and important history. They are also very much in the present, vibrantly contributing to the lives of their grandchildren. In that way they are creating a stronger future for their families and the Jewish People. At Associated we are fortunate and proud to have so many grandparents contribute so much to the educational experience of our students.



Designing robots in the Makerspace  
(Grade 7 Grandparents' Day, Danilack)



Hauruta Learning  
(Grade 7 Grandparents' Day, Danilack)



Making terrariums in the Makerspace (Grade 4 Grandparents' Day, Kamin)



Literacy Learning (Grade 4 Grandparents' Day, Kamin)



Coding in the Design Studio (SK Grandparents' Day, Posluns)



Gym class (SK Grandparents' Day, Posluns)

# BRILLIANT BEGINNINGS

Ask Ora Shulman, Associated's Head of School, to describe the Bet Hayedled preschool program and she becomes as animated and excited as one of the children it serves. "We have developed a powerful, research-based program where children are the co-architects of their own learning," she enthuses. "It's leading-edge and it's providing students with the best possible start to their educational career."



Children are at the centre of the Bet Hayedled program that uses a learner-driven, inquiry-based approach. That means that students can focus on what they are interested in exploring. "Teachers present initial concepts and ideas," Mrs. Shulman explains. "But as themes emerge from students' discussion and questions, teachers are open and attentive to their interests." Children learn by theorizing, experimenting, and expressing their findings in multiple ways.. "We encourage children to look at the world through a question mark. Our educators provide a supportive environment in which students can take risks, try new things, and build confidence," Mrs. Shulman adds.



The program imparts Jewish knowledge and provides joyful experiences through four frequencies – daily (blessings, prayer), weekly (Kaballat Shabbat), monthly (Rosh Chodesh) and annually (Chagim and, of course, birthdays). Mrs. Shulman sums up the impact of those activities. "Students gain a powerful Jewish world view."

"We recognize that we must focus on the whole child, meeting the unique needs and interests of each student while allowing them to develop a full range of capabilities," notes Mrs. Shulman. Students have multiple opportunities to practice and develop important skills like eye-hand coordination, literacy, numeracy and social-emotional skills. At the same time, technology is leveraged to enhance their learning.



In addition, the program builds social competence. Being kind and respectful to one another as well as the environment are imperatives that are meaningfully integrated into various projects. "We want children to know that they have the capacity to make the world a better place," emphasized Mrs. Shulman "Through that and expressions of empathy, our students are continuously working on 'building a better me.'"



This unique learning environment is very demanding for teachers because no two classes will learn exactly the same material. Teachers are given the freedom to bring their unique strengths to benefit their students but the learner-centred model requires teachers to be both nimble and focused. They receive extensive professional development and collaborate both formally and informally. "Our Bet Hayedled teachers go above and beyond every single day and they are second to none," exclaims Mrs. Shulman.



Preschool represents the most critical years in a child's education", remarks Mrs. Shulman. "We are guided by a powerful image of children as curious, creative, imaginative, competent, resourceful and ethically-minded." What could make for a more brilliant beginning than that?

Give your child  
a **SMART** start  
at Associated!

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tour today:  
[admissions@ahschools.com](mailto:admissions@ahschools.com)



# POSLUNS: The CROWN of a GOOD NAME



Wilfred and Joyce Posluns

*Rabbi Shimon used to say: There are three crowns—the crown of the Torah, the crown of the priesthood, and the crown of kingship, but the crown of a good name surpasses them all. Pirkei Avot 4:17*

The Posluns family has been integral to Associated Hebrew Schools' success and we are proud to have the Posluns name attached to our school. Recently, we sat down with siblings David, Wendy and Lynn Posluns to discuss their family's history, legacy and involvement with Associated.

The Posluns name has been associated with Jewish community building in Toronto for generations – starting in the early part of the 20th century. Talking about his grandfather Louis ז"ל, David recounts, "He and his brothers really went out to try and make the Toronto Jewish community as strong as possible and focused on trying to build infrastructure. At a time when Jews couldn't get to practice in hospitals, Louis and a group of other prominent Jews stepped up and bought the land which became Mount Sinai Hospital. His brother Abe helped with the development of Baycrest and his brother Sam was directly involved

bringing displaced Holocaust Survivors over to Canada after the war." Wendy reflected how their grandmother Leah ז"ל, instilled in her own family many of the Jewish values and traditions that have kept the siblings close.

Louis and Leah's son Wilfred ז"ל, father of David, Wendy and Lynn passionately carried on the family's legacy of community building. Many organizations benefited from his leadership including the YMHA, UJA Federation, United Jewish Appeal, United Israel Appeal, Beth Tzedec Synagogue, Canadian Friends of the Hebrew University and the Baycrest Centre Foundation. He spearheaded the building and funding of the Leah Posluns Theatre and jump started the Lipa Green building which houses Toronto's Jewish agencies. His wife, Joyce, was also involved in community fundraising and volunteering with Canadian Hadassah-Wigo.

In summing up her father's approach to community, Wendy said, "I believe my father felt very strongly about stepping up. When there was a community need, he felt that if he and others who were able to step up took the lead, others would follow."



Wilfred and Joyce's wedding day. Louis and Leah Posluns pictured on the right.



Wendy Posluns and Family

In 1998, Associated became a beneficiary of Wilfred's philanthropic leadership with the opening of the Louis and Leah Posluns Education Centre on Neptune Drive. "My father was definitely a visionary," David remarks proudly. "At the time when Associated needed to transform, he encouraged me to step up and take a lead role in raising funds for the re-creation of the Neptune campus. He helped with a lead gift."



David Posluns and Family

In considering what drew her father to Associated, Lynn posits, "My dad liked Associated because it was open to anybody within the community." David adds, "It was also the history – he liked the fact that it was one of the foundational schools of the community." In addition, Wilfred's grandchildren (David and Lynn's children) were students at Associated and he saw the benefit of their experience. "He saw that the values that were being instilled in them, impacting our Seders and other Jewish holidays, and how

knowledgeable the kids were at such a young age," David acknowledged. In Lynn's view, "Jewish Day School is part of the foundation of the Jewish experience." Wendy's children also attended Jewish day schools. Talking about her children, Wendy noted, "I thought it was really important for them to have the foundation of their identity forged at a school where they could get a good understanding of what it means to be Jewish."



Lynn Posluns and Family

Reflecting on his children who all graduated from Associated (Aaron '03, Stuart '04 and Julia '06), David expressed that, "The school impacted them tremendously. They learned Jewish values, they got a great education, they made fantastic friends, and they all went on to excel. It was a wonderful learning experience for them and I am very happy with how it turned out."

*Today, the Posluns campus is home to a vibrant and welcoming community where almost 500 students are receiving an outstanding and inspirational educational experience. With the continued support of the Posluns Family Foundation, those students are truly the beneficiaries of the Posluns family's commitment to community and its good name.*

# EVERY FAMILY has a STORY



In many ways **Associated** is a family of families, which makes it very appropriate for Grade 6 students to spend two months each year, researching and telling the story of their family. As Grade 6 student Yael D’Anjoux says, **“Every family has a story and it’s important for us to learn about it and be able to tell it.”**

Mazal Satou, a Judaic Studies teacher at the Danilack Middle School has been lovingly leading the My Family Story curriculum unit for the past 7 years. Her face lights up as she describes the initiative.

“Students learn about the importance of family and by researching their own families,” she enthuses. “They see how, in Judaism, family is a strong basis for good middot, chessed and tzedakah.” Students interview parents and, if possible, grandparents to uncover their family’s history and the

special stories that are part of it. They find out about the origins of their surname and how it might have changed over time. Photos, letters, postcards and family artifacts are collected. The students then present their research by creating artwork representing their family story alongside a scrapbook, family tree and a curation statement. And perhaps the most impressive part is that it’s all done in Hebrew.

The unit culminates in a special exhibit. Students proudly display and explain their family stories to smiling Grade 6 parents who are so impressed with what they are seeing. Some of the presentations are very elaborate and include beautifully designed scrapbooks with family trees presented in everything from posters to 3D models to those that are technology based.

**The My Family Story** unit is part of a worldwide program originating at Bet Hatfusot, the Museum Of The Jewish Diaspora in Israel. Each year, students from over 30 countries submit their stories and presentations for judging. The students with the top entries are invited, along with their parents, to display their creations in an international exhibition that takes place at the Museum. Each year, teachers at Associated choose three Grade 6 presentations for entry into the international competition. Over the years, six Associated students have been selected to participate in the exhibition in Israel.

**“These projects help students develop their Jewish identity,” explains Mrs. Satou. “They learn about their family’s history and traditions so that one day they can pass them on to their children.”**



Yael D’Anjoux and her parents Dr. Ilan and Mrs. Vanessa D’Anjoux at the My Family Story exhibit

Working on My Family Project was eye-opening for Yael D’Anjoux. “I learned that my family helped fight for Israel,” she relates. “I’m so proud of them and now I feel more attached to Israel.” She also discovered that her grandparents were from Mauritius and now knows where to find that on a world map. She learned the lyrics to a song that was part of her family’s tradition and that allowed her to make important connections. “Now I understand that it’s so important to find out about your family’s history.”

For Yael’s father, Ilan, watching her complete the project was moving. “It was great to have a conversation with Yael about how our family members helped each other and how important it is for people to be therefor each other,” he recounts. For him, the My Family Story unit is a perfect match for Associated. “Associated allowed us to build a community for ourselves in a big city,” he remarks. “It has beenlike a family for us.”



Lia Berger and her mother, Jill Chernow-Berger, at the My Family Story exhibit

Lia Berger’s grandfather grew up on a farm with his parents – Lia’s great grandparents - in Saskatchewan. As part of her research, she was able to ask her grandfather what it’s like to be a farmer. Her grandfather and great grandparents were observant Jews. “I asked my grandfather why it was so important for him and his family to keep Shabbat and how they managed to keep kosher living on a farm,” Lia reported.

But it was the fact that her family came to Canada from Europe with nothing that was most moving for Lia. “I learned that we need to be happy with what we have because other people have less.”

For Lia’s mom, Jill Chernow-Berger, this is the second year one of her children is participating in the program. “Each of them took a different approach and found the stories that resonate for them,” she explains. “But each of them poured their heart and soul into it. This is a fabulous initiative and I am proud that Associated is part of it.”

# SHARED SPACES. SHARED GOALS.



This past September the newly renovated Hurwich Education Centre became home to both the Danilack Middle School and the Kamin Elementary School. Its open reception and front office area create a warm welcome for students, parents and visitors. However, two new spaces stand out in the way they meet the needs of the school communities and the goals of the school.

The Louis & Moische Weisfeld Library Learning Commons is perfectly suited to Associated's child-centred, student-driven approach because it supports every type of learner. The comfortable, carpeted reading area is surrounded by books and allows students to settle in for some personal reading time or for class story time. And on the other side of the Commons, there is an e-learning space with two large touch screen computers.

The Commons, which is often teeming with students of all ages, promotes the development of 21st century competencies. White board tables are a catalyst for



collaboration and creativity while various technological resources enhance communication and critical thinking. The space also supports various learning modalities by enabling student to student, teacher to student and librarian to teacher interactions.

Technology doesn't need to be the focus of the Commons. Through the 1:1 Chromebook initiative, students have almost unlimited access to computers. Rather, the Commons is a space where students can develop the skills to use and combine a variety of sources – both analogue and digital – for many purposes. Books can be borrowed for reading pleasure or used, in combination with other resources, for research purposes.

It's a space that can simultaneously accommodate a wide array of learners and of learning. For both younger and older children it's one of their favorite places to be at school.

The Commons accommodates a variety of courses and subjects as well as both individual and group learning. Students have the freedom to decide how they want to learn by using the many areas within the Commons. Teachers often use the space for their own research and prep work.

The space also accommodates larger group activity such as author visits, speaking presentations, grade assemblies, addresses from community leaders and even staff meetings.

Down the hall and around the corner is the brand-new MakerSpace that was beautifully designed to bring ingenuity and creativity to every grade and every subject. Through its glass walls you can see excited students interacting with a variety of tools and technology - from hammers, saws and screwdrivers to tablets and 3D printers.

Some of the ways in which the MakerSpace has been used are remarkable. Inspired by Israel's cutting-edge solutions to its water crisis, students were challenged to devise the means to have one litre of water travel one metre. However, there was an

added challenge. This was an Lurit class and students could only speak in Hebrew, including references to various tools and devices.

Throughout the year, the MakerSpace has been used and inspires various creative projects and learning. Grade 6 students had an incredible experience creating projects that portrayed their identities. In addition, a group of students had the unique opportunity to compete in a bridge building competition with peers from Israel. The robotics club uses the space to build and program EV3 robots.

The greatest impact of the Maker Space is that it infuses the maker mindset – a positive, problem-solving approach to learning – into the curriculum at every level in both General and Judaic Studies.

These new and vibrant shared spaces – the Library Learning Commons and the Maker Space - are enhancing learning for every student while, at the same time, advancing the educational goals of Associated.



# MEMORIES 2019-2020

## Danilack



Dressed up for Purim celebrations at Danilack.



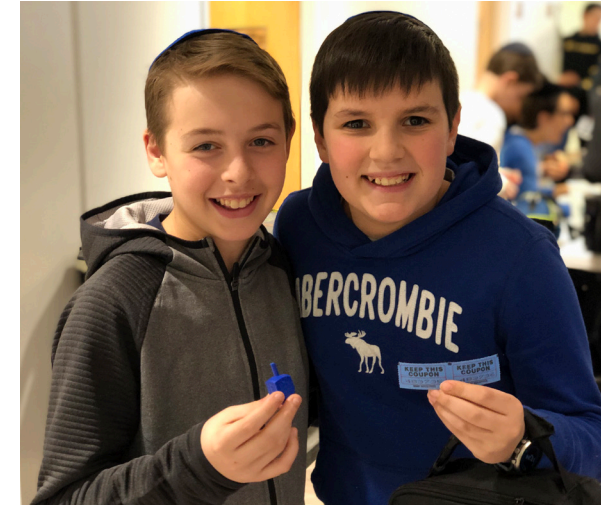
Danilack's band, Skooled, performs new hits and old classics



Celebrating Tu B'Shvat by making creative planters.



Grade 8s wear their grad gear proudly



Student council Spirit Day in support of relief efforts for Australia's Wildfires

## Kamin



Grade 5 Mitzvah Crew visits One Kenton Place



Snuggle up and Read Program for Bet Hageled



School-wide Buddy Day

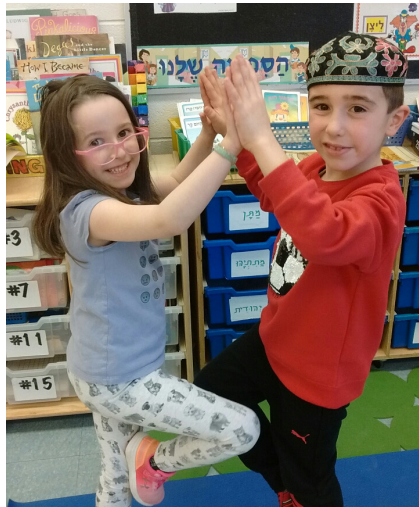


School wide Challah Bake in honour of the Shabbat Project



Challah Cover Quilting in memory of Esther Zeppieri z"l as part of the Grade 2 Shabbat Program

## Posluns



Grade 1 yoga mindfulness



JK Outdoor Learning Program Magical Forest



Rosh Chodesh birthday bunch blessing



Virtual Reality coding Grade 5



Brothers at STEAM night

# S'MACHOT V'CHADASHOT



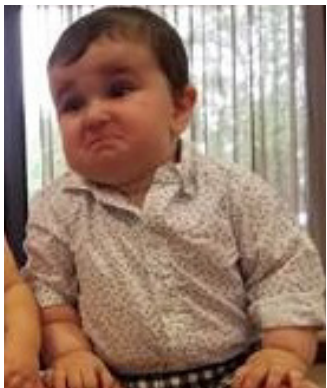
**Wedding**  
Joshua Seed '08 married  
Abby Spilky



**Wedding**  
Elyssa Seidman '05 married  
Mitchell Kideckel



**Leo Jacob Segal**  
Son to Tova Segal (Rosengweig) '04  
and Jeremy Segal

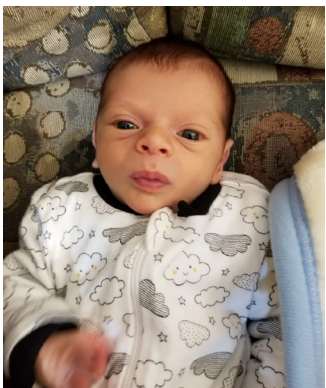


**Liam Raphael Flatt**  
Son to Daniel Flatt '95  
and Dorit Flatt

**MAZEL TOV**

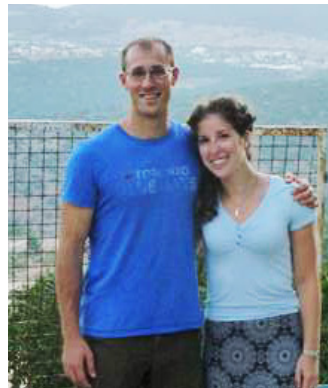


**Wedding**  
Marti Stein '02 married  
David Esterkin



**Auraham Yitzchak Adler**  
Son to Ben Adler '08  
and Cecilie Adler

**מזל טוב**



**Engagement**  
Toui Ander '07 to  
Yonatan Pellow



**Wedding**  
Jaime Marco '06 married  
James Calverley



**Ezra Noam Flatt**  
Son to Emanuel Flatt '01  
and Jilian Rodak



**Stella Gwen Flatt**  
Daughter to Gabriel Flatt '99  
and Georgia Flatt

**Share Your Good News With Us!**  
Please let us know about your special milestones and achievements.  
Email us at [alumni@ahschools.com](mailto:alumni@ahschools.com)

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