

Baneinu

CHINUCH WITH HEART AND SOUL



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*Because
our children are
our future.*



Lubavitch Chinuch Organization

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Lubavitch Chinuch Organization

IGUD HAMELAMDIM

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Founder & Executive Director

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IGUD HAMELAMDIM, the organization devoted to elevating and enhancing Chabad education, empowers educators and students through their complete range of services and activities in our schools around the world.

Teachers receive on-going training courses and webinars from world-class educational consultants to gear them with cutting-edge classroom teaching methods. An innovative learning curriculum paired with contests and incentives have galvanized students in over 35 classrooms like never before, to advance their inside-the-text learning skills. Schools seeking specialized rebbis know they can count on Igud Hamelamdin to fill their positions with excellence. Seeking speakers on Chinuch? Igud Hamelamdin has recommended premier educational speakers too.

And come Pesach time, when family expenses soar through the roof, Igud Hamelamdin is there for our teachers in a partnership with Chasdei Lev, providing mega Pesach grants to our teachers and their family in appreciation of their dedication to our community.

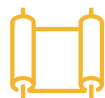
There is nothing Igud Hamelamdin won't do to make the future brighter. One school, one student, one teacher, at a time.

Igud Hamelamdin

Rabbi Avrohom Bluming
Executive Director

24/7

We're here for chinuch!



THE IGUD HAMELAMDIM Non-Profit Organization provides these support programs to teachers and students designed to foster improved Chabad chinuch across Chabad Schools worldwide.

- Teacher Training Courses
- Teacher Chinuch Themed Farbrengens
- Teacher Training Webinars
- Teacher Leill Shishi Kollel
- International Teacher Recruitment
- Educational Publications
- Workshop and Coaching Facilitation
- The Gemara Bifnim Program & Curriculum
- Mega Teacher's Appreciation Grants via Chasdei Lev
- Global Avos Ubanim At-Home or In-Shul
- Operating Office on Call 24/6



Original artwork
by Gitty Adler

The Rebbe on Chinuch



Shemita & Chinuch


What could the year of Shemita teach us about Torah education?

One of the greatest challenges of Shemita is the requirement for the extreme, drastic change of one's nature. After 6 years of physically working the land, the Shemita requirement is to immediately switch one's daily routine, devoting oneself instead to the daily spiritual work of serving Hashem with Torah and Tefillah.

Change is possible. Great change, too, Shemita shows us.

And what is Chinuch if not molding the child, shaping him for the better, taming inborn traits, creating a beautiful garden? It is all possible.

And it starts from us, when we show an example of change for the better, we engender the possibility in our students and children.

Here is the connection between chinuch and the year of Shemita, this year. Change is possible. 

(Chof Cheshvan 5747 - Sefer Hasichos 5787 p. 324)

And what is
Chinuch if not molding
the child, shaping him
for the better, creating a
beautiful garden?



A blessed
guide for us
to follow.

Tribute

R. Zushe Wilhelm A”H

All of the Lubavitch community was shaken with the recent passing of R. Zushe Wilhelm A”H, Dean of Mesivta Oholei Torah and author of many Torah publications.

R. Zushe personified *simchas hachaim*, serenity and warmth. This was expressed in his personal interactions with people as well as in his writings and his talks.

Five years ago, he addressed the mechanchim graduating from

Igud Hamelamdin's Chinuch Course. That beautiful 15 minute talk says it all. He elaborated on the necessity of radiating *simcha*/happiness, creating an enjoyable learning environment for students, as well as the importance of the public recognition of Mechanchim. What a blessed guide for us to follow!

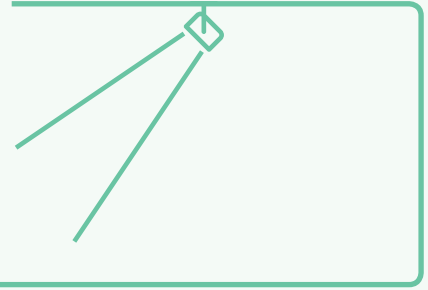
Get text of Rabbi Wilhelm's talk at:
Igudhamelamdin.org/publications

Get recording of Rabbi Wilhelm's talk at:
Igudhamelamdin.org/audio-recordings 



Rabbi Wilhelm with our training course graduates.

Spotlight on a Mechanech



Rabbi Schneur

Zalman Schapiro

Years in Chinuch:
21

Yeshivos:
Cheder at the Ohel, Queens NY;
Oholei Torah, Crown Heights;
Cheder Zichron Shmuel, Nyack, NY

Current Position:
Kita Gimmel-Daled

Rabbi Schapiro, how did you get involved in chinuch?

Chinuch has always held a special meaning for me. I feel especially connected to it since my *elter zaideh*, R. Schneur Zalman Vilenkin was the Rebbe's Melamed and I am named after him.

As a *bochur*, I found success in Shlichus. After I got married, I pursued various Shlichus opportunities which all just never seemed to materialize for various reasons. It seemed to me that I was being directed towards something else.

I always had a *geshmak*, and a love for teaching, and *Boruch Hashem* I have been able to see much *hatzlacha* in it. It is especially enjoyable when I see my *talmidim* have their individualized *hatzlochos*. I feel that it is a big *zechus* for me to be able to teach, and I believe that the *talmidim* feel that. Witnessing them grow and building the next generation – it's the best place to be.

I tell my wife repeatedly, "The moment that I lose this chayus, take me out of chinuch." As long as my *talmidim* smile every day as they walk into the classroom, I know I am doing things right.

I now teach at Cheder Zichron Shmuel in Nyack, NY. It's a small Yiddish speaking Lubavitcher cheder outside of Monsey.

What do you find especially meaningful in your role as a Mechanech?

It's especially meaningful when the *talmid* absorbs what I am teaching, and then presents me with questions that reflect the personal way that he's trying to understand the Torah. I know that he wants an answer that is beyond the text; he's asking me to help him make what he is learning relatable to his own life. In such conversations, *talmidim* might refer to the melamed as, "Tatty," since it becomes more like a father-son conversation. When a student says, "Thank you, Rebbi," with sincerity, he's thanking you for that care.

It's also very meaningful when I receive feedback from parents about the things that the students have learned and given over at home. This year, I had a student that went from not knowing any Yiddish, to explaining a *sicha* in Yiddish to his family. Hearing this brings me tremendous *nachas*.

As a *melamed*, you are a *shliach* of the parent in educating their child. Receiving this type of feedback fuels me even further in my endeavors. It gives me personal satisfaction, that is beyond any type of material compensation a teacher can ever receive.

Which of your teachers impacted your teaching today?

I frequently think of my first grade *melamed*, Rabbi Avrohom Kass. I can still see him in my mind's eye, his glasses slipping down his nose due to the perspiration he built up while teaching us with such *chayus*.

One memory that I refer back to often is during the week of Parashas Va'eira, and Rabbi Kass was teaching us about *makas barad*. It was a snowy day outside, and our classroom was situated on the roof with the exit door behind the Rebbe's desk. Rabbi Kass opened the door and scooped up a ball of snow, packing it tightly into a nice snowball and placed it on the table. Rabbi Kass then took out a lighter and placing it under the snowball which he had picked up, proceeded to demonstrate how it melted. "This is nature," He exclaimed. "In *makas barad*, Hashem brought fire and ice together, and the ice did not extinguish the fire within it." I am sure our eyes didn't blink for that entire demonstration. He was so dedicated to our *chinuch*.

It is this type of *chinuch* that I want to impart onto my students. Yiddishkeit is alive. "*S'iz geshmak tzu zein a Yid!*" There is nothing like being a Yid and having a part of Hashem inside of us. I try to bring that to my *talmidim*. Being a Yid is not doing things by rote. It is not just going through the motions. Yiddishkeit needs to flow through every part of us, truly making us alive.

How do we influence our children for life?

Kinderlach are *emes*. Their pure nature can detect whether we mean what we say and teach. There is nothing more important than truly meaning what we teach.

There was a story that Rabbi Avremel Shemtov shared, when the Rebbe visited Camp Gan Yisroel one summer. Rabbi Shemtov overheard the child speaking to his father, "This summer was something special!" the child exclaimed. "The Lubavitcher Rabbi came to visit us!"

"What did he say?" The father asked.

"He said that Moshiach is coming," replied the boy exuberantly.

"But," his father protested, "I also tell you that Moshiach is coming."

"Yes," replied his son, "but he meant it!"

This truly illustrates how children think and learn. A child will see right through to the truth. If you mean it, the child will know. A teacher should be excited about the lessons he wants the *talmid* to take from his class and into his life. The ones that the *talmid* will eventually give over to his own children. Nothing can replace that.

The children pick up upon what a Rebbi celebrates and brings a lot of positive attention to.

How do you foster positive middos and good behavior?

It is crucial that a *melamed* "catches" a *talmid* when he is displaying good *middos* and behavior. The child must be complimented on this, and have a big deal made of it. This type of feedback from a teacher brings about very good results.



One day this year during lunch, I noticed a student who wanted to get up, but could not because a teacher, who was still eating, was blocking the narrow space. The boy didn't say anything. He waited quietly and respectfully for the teacher to stand up and get something before he went through to where he needed to go.

I stopped everyone and made an announcement praising the *talmid's* Derech Eretz and show of respect. The children pick up upon what a Rebbi celebrates and brings a lot of positive attention to. They then internalize this, and it brings them excitement as well. There is nothing that impacts a child more than the Mechanech's full attention. They pick up every single reaction on a teacher's face. That cannot be stressed enough.

Can you share a special moment that made you appreciate your impact?

When I teach my students about Yaakov Avinu offering gifts to Eisav, I explain that Eisav faked a refusal by saying, "yesh li rav," I have a lot, implying that he would want even more. I teach my *talmidim* the difference between a Yid, who lives by the principles of *eizehu ashir hasameach bechelko*, and a goy, who might have a lot, but always wants more.



A happy talmid with his Mitzva Bifnim prize.

Following this particular lesson one year, I received a call from a mother.

"What did you teach my child today?" she began.

"Did I do something wrong?" I asked, taken aback by her tone.

"Absolutely not," She replied. "Tonight, I offered my son an extra treat, but he said to me, 'Mommy, *yesh li kol*. I'm happy with what I have'. This *nachas* is too great to put into words. This is what I live for."

As long as what you are teaching the *talmidim* is *emes*, they will be absorbed and internalized. This then will become a part of their life and future, and more often than not, the teacher will never know. A Rebbi needs to put in the time and effort. This recipe will ensure long lasting results.

How do you make sure that each child gets enough attention?

Firstly, my *talmidim* know that I am completely present with them in the classroom. I do not take out my cell phone unless it is to contact an appropriate person to address a specific topic that we are learning. I will often call my mother, who has a strong background in education, to have my *talmidim* hear her way of explaining a concept that she has found success in giving over. I also will have sick *talmidim* call in over the phone so that they can participate in the shiur that they would have otherwise missed being at home.

At the start of the year, I make it very clear to the parents that if a child is sick, he has the option of calling in to join the class. Not only joining the class, but participating as if he was there in person: he partners with a *chavrusa* and earns the same rewards. He will even get extra attention since he is on loudspeaker so that he can be sure to hear everything clearly.

Sometimes, a child may feign sick in order to receive extra attention, which is fine with me as well. If a child is asking for attention, we should not ignore it. On the contrary, we need to try and understand why he is seeking attention, and find a way to give it to him positively. The Rebbe always raised and lifted people up.

What can we do to optimize our children's learning?

My father related the following story to me. My *elter zeideh*, Rabbi Zalman Vilenkin, told over of how

Rebbetzin Chana always made sure that her sons were well fed and properly dressed before sending them to cheder. A child must have all of his physical needs met in order to ensure that he is ready to learn.

At the start of every day, I greet each child by name with, “gut morgen,” and inquire how they are feeling and if they have eaten that morning. If a child is sad, or hungry, it will impact how they conduct themselves during the day, and how they will learn. This is invaluable information for a Rebbi to know. I encourage them to add, “*Boruch Hashem*,” as they express their feelings. “I’m sad. *Boruch Hashem*. I’m frustrated. *Boruch Hashem*.” All feelings are created by Hashem. Hearing such expressions are normal in my class. With this information, I can better understand each *talmid*, and what is needed for him that day in order to bring him actively into the class and have success in his learning.

If a child hasn’t had breakfast, the Rebbi should facilitate him having something. By addressing this most basic need of the *talmid*, the child knows that the Rebbi cares about every aspect of him in and out of the classroom. The message of, “you’re here, you matter to me, and I am here just for you” is truly felt. Once a father shared with me that they had a relative’s simcha, a *bris*, and his son did not want to go and miss out on his, “Gut Morgen.”

A connection to the *talmidim* is the biggest key to success in chinuch. When a melamed cares, the child trusts him, and that prevents many discipline problems.

How could the community better support mechanchim and chinuch?

It is beyond imperative that the Moisad and the community work together in order ensure that their Mechanchim are taken care of. In order to invest in a community, to see it thrive and flourish, the two must come together in order to ensure that they are invested in keeping the Moisad full of Mechanchim who will raise the next generation the way that the Rebbe wanted.

There must be an understood commitment that for the Rebbi to be Mechanech the children of the community, the Rebbi himself must not be allowed to flounder in caring for his own family. A Mechanech must be free of financial worry, and other worries that can be

addressed by the community, in order to be entirely present in his classroom as every parent wants the Rebbi of their child to be.

As parents, you are entrusting your prized possessions to us, which is a responsibility that we take extremely seriously. You need to be totally invested in your part as a community to ensuring that the melamed has no material worries. Does your child’s Mechanech have an adequate place to live, food to eat, able to meet the needs of his own family? Can a Melamed pay the tuition of his own family? If a melamed is weighed down with worries of not being able to provide for the needs of his own family, the success in his classroom can be affected.

Too often I hear from fellow Mechanchim of their crushing personal financial responsibilities that they have no idea how to meet. Within each community, someone needs to be asking these questions to their teachers, with the intent of offering a real solution.

I can tell you, that the times when I came the closest to leaving chinuch, is when my worries of how to meet my financial burdens became too much to bear. Unfortunately, this issue is too common among Mechanchim. Investing in the community’s Mechanchim is an investment in the future of the community.

How can parents set an example for their children to ensure a bright future?

It cannot be stressed enough that parents need to spend more time with their children, and less on devices. But that is just basic, there is a deeper issue that I would like to share as a Mechanech and a parent. My *zeideh* raised his children to be Chassidishe Yidden just through *chinuch b’derech agav*, indirect influence. You do your avodas Hashem with all of your *chayus*, show it and live it the best you can. Indirectly, your children will pick it up.

A father should learn in a central part of his home, where his children will see him. By doing this, the image is implanted in the child’s mind that this is what we do. Don’t give your children ‘packaged Yiddishkeit.’ Instead, let them observe your Yiddishkeit. When our children see what Torah is about, they will come to appreciate and follow it. ■

Let them observe your Yiddishkeit. When our children see what Torah is about, they will come to appreciate and follow it.

Gemara Bifnim

Makes Waves Across America

Across the nation, students are being transformed. Where once being able to read and understand the Gemara was not a question, today that isn't the case. Sensing this debilitating need, Igud Hamelamdin launched a revolution five years ago. Mivtza Torah-Gemara Bifnim was born.

Now enlightening 33 schools and counting, this 6-8th Grade incentive program which cultivates joy in learning and being an independent lifelong learner has proven results. New chadorim and schools have joined this Mivtza, adding to the network of learners across the US and Canada. "Bochurim graduating from this program are far more advanced than their peers in deciphering a page of Gemara on their own," shared one teacher who uses the program.

At Cheder of the Ohel, a grand farher was planned on all the

The program cultivates joy in learning and being an independent lifelong learner.

Gemara learned. For this purpose, the hanhala invited Rabbi Avrohom Bluming of Igud Hamelamdin who spearheads the Gemara Bifnim program, to come down and test the boys. "I applaud them for covering so much material, no doubt that this itself will boost their Bifnim skills tremendously!" Rabbi Bluming shared.

To reward participants of Gemara Bifnim around the world, grand events are held at the beginning of each school year, at which students are rewarded with seforim sets for their accomplishments in the previous year. During the school year, raffles are held monthly for special gifts. The pride it generates encourages the boys to learn further with diligence.

To get your school to join the program, contact us. 



Chinuch Farbrengen

Farbrengens for our teachers throughout the year, highlight the focus on their cherished shlichus of chinuch: educating our precious children, the leaders of tomorrow.

In a recent farbrengen for mechanchim arranged by Lubavitch chinuch organization Igud Hamelamdin, 100

mechanchim, each a community influencer in their own circle, came together to reenergize their passion for chinuch with Chassidus and chassidishe values. At a lavish seudah, the melamdin heard these empowering words of inspiration from veteran Montreal Mechanech Rabbi Yosef Minkowitz:

"When the Frierdiker Rebbe came to America, the first thing he dealt with was chinuch – מרכז לענייני חינוך. If you look in the back of the Tehilas Hashem Siddur, you can see a full page on the chinuch activities – the nuts and bolts of raising a generation.

"If you view yourself as an employee, Chinuch is a pretty lousy job. It absorbs you 24/7. But if you see it as a Shlichus, it's a tremendous zechus. And it is a bona fide



Get your school involved!



Grand prize event



Farher with Rabbi Bluming

shlichus which is why mechanchim were included in Sefer Hashluchim.

“Zechus, of course, comes together with responsibility, as the Rebbe would write, הזכות וגודל האחריות. And a mechanech has special powers. As the Rebbe points out

The first and most important thing is to impress upon every talmid how his Yiddishkeit is his whole life!

from the story of Rav Shmuel Bar Sheilas whose mind was on his students, a mechanech’s thoughts can have an effect!

“At one Yud Shvat farbrengen, the Rebbe shared something which he said is relevant to mechanchim of all ages. The first and most important thing is to impress upon every talmid how his Yiddishkeit is his whole life, and without it, he’s not a mentch!

“Entering Chinuch, the Rebbe said, you must be a רופא נשמות עמו ישראל, a healer of Yiddishe neshamos. The Rebbe’s way is preventative medicine, that’s the healing we have to use in helping our youth.”

In noting the importance of clean speech, Rabbi Minkowitz shared how the Rebbe would refer to a certain street in Brownsville as “די גאס וואס פירט צו די מקוה”, the street that leads to the mikvah, rather than call it by its idolatrous name.

The farbrengen lasted numerous hours with many warm Chassidishe nigunim, leaving the melamdin feeling uplifted and invigorated. א





Global Avos Ubanim

Stronger Than Ever

An innovative “Father and Son” program unites boys around the world in learning over Shabbos/Motzei Shabbos with their fathers and mastering their class study.

“The Mivtza is contagious” said Mrs. L. of Los Angeles “My fifth grade son Levi joined and that enticed his second grade brother to join, and then a neighbor, a cousin and a friend!”

Thanks to Igud Hamelamdin’s Worldwide In Shul or At-Home Avos Ubanim initiative, Levi and over 700 boys and their parents globally are enjoying Avos Ubanim, via joining our exciting program which rewards them with sensational prizes and empowers them with the feel-good vibe of being part of a global program.

Contact us to join the program. [N](#)

This Mivtza is contagious!



The program in action!

AFTER PESACH

Transformative Webinar Series

for Mechanchim

1

Maximizing Your Students’ Learning

Maximizing classroom learning time, skills and strategies in teaching and assessing text learning ‘Bifnim’

Rabbi Mendel Klyne
Teacher and principal,
Cheder Lubavitch Detroit

Rabbi Shmuel Wagner
Teacher, ULY Ocean Parkway

2

Making Menschen

Middos Tovos training, building positive character traits, details and application

Rabbi Michael Gourarie
Popular mechanech and mentor,
Sydney, Australia

Rabbi Schneur Zalman Schapiro
Veteran Mechanech

For registration and more information, email: Office@IgudHamelamdin.org [N](#)

Mechanchim Events

Marking 35 years of Hei Teves, Igud Hamelamdin arranged an evening of learning and inspiration for over 50 Crown Heights educators, plus many more who joined online.

The event's guest speaker was Chief Librarian of the Rebbe's Library, Rabbi Sholom Ber Levine, who presented a gripping presentation. He began by recounting the Rebbe's declaration that the day of Hei Teves will eternally



be an auspicious date for wonders in regard to Seforim. "And this year," he explained with excitement, "I've seen four wondrous occurrences regarding the seforim of the Rebbe's Library, transpire right now and within the recent few weeks leading up to this Hei Teves!" He went on to outline them to the participants' amazement.

What a meaningful way to complete this special day!

"What an enjoyable event!" shared a grateful Oholei Torah Rabbi, Rabbi Shloime Schvei, "and what a meaningful way to complete this special day!"

Rabbi Bluming is passionate about utilizing every opportunity to benefit mechanchim. "They are the backbone of a stronger, richer chinuch for our children, to help them shine in their Yiddishkeit in this turbulent world."

Get Rabbi Levine's recording at: Igudhamelamdin.org/audio-recordings

International Teacher Recruitment

We at Igud Hamelamdin know and believe that a good teacher, a strong mechanech, is the backbone of Chinuch. How do we ensure that excellent educators fill the pipeline to schools?

Rabbi Bluming, Executive Director and Founder of Igud Hamelamdin, has taken to the Koleh circuit. Speaking to avreichim, he highlighted the need for their dedication to positions of chinuch and the impact they can have on the future of our nation.

Rabbi Bluming supplied the young men with pertinent literature and answered questions from those interested to learn more. Yeshivos are always seeking fresh talent and we want men entering the workforce to know that investing their leadership and skills into a career in chinuch is immensely rewarding and can propel them to new heights.

Join our recruitment list: [contact us](#).

A strong mechanech is the backbone of Chinuch.



Rabbi Bluming speaking at a Koleh (above). Anthology on the merits of teaching distributed (left).



Our office centrally located in Crown Heights operates 24/6 to make the lives of teachers better and more fruitful, adding new initiatives regularly.

We are open to hearing from you!

Please visit our website IgudHamelamdin.org for a collection of resources and information about our programs and events, to be matched up with a position or educator, or to support our work.

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