

# MODEL DIALOGUE: FROM JEWISH APPROACHES - STEPHEN CHELMS



**onlineevents**  
Learning Together Online

## Resource Guide

# About Stephen Chelms

Stephen grew up in the East London Jewish Community. He left school at 16 to work in the City in specialised Life Assurance and Investment. He moved quickly into team leadership but his heart was in youth work. He took up an “internship” in a set of youth clubs. He then went on to Westhill College of Education gaining the University of Birmingham Diploma in Youth Service.

He took up three posts in youth and community work attempting to re-invent the original principles with new strategies and programmes but only with some success. The success itself came with taking on new projects. So with the third organisation he convinced the board to sell the 10,000 square foot, with its leaking roof and other problems and move to a 500 square foot office next door. By this time there was a team of part and full time people or those for specific projects. It was a case of “hot-desking.” From there larger offices were needed. What was happening? It can all be seen clearly in the Completed Programmes list!

The main influence of creating the MODEL – DIALOGUE was Professor Dr. Eugene Heimler.



**Stephen Chelms**



# About Stephen Chelms (Ctd)

These awards were given by the University of Calgary to Heimler beyond the standard academic process but to honour his work of creating Human Social Functioning, HSF, and bringing it to the University. He first met Heimler in London 1978 and studied, learned and worked with him for over 8 years in London and Calgary.

HSF has two main components, The Scale of Social Functioning and the Interview. The Scale has a main intention of measuring the balance between satisfaction and frustration. The Interview is most applicable to Stephen's work although the Scale is always in his mind as is Heimler himself. It was learning the skills of the Interview which led to the MODEL – DIALOGUE. He said to Stephen, “Move out of the training course and the consultation room and into the world.” The Completed Programmes shows the depth and the breadth of the “world.”

In one programme the above learning was used together in a government commission on “Mentoring in the Statutory and Voluntary Youth Services.” Actually, it was not called mentoring then, but non-managerial supervision. The small youth service was a pioneer in many ways. The Department of Education and Science (DES) agreed Stephen could use the project for an MA. He studied Open University BA courses in Humanities, Social Science Qualitative Research and Human Geography. He designed the MA at the University of East London.



# Event Details

The event will discuss how Dialogue can benefit from Jewish Approaches for example:

- **Interpretive translation**
- **Presentation or evaluation?**
- **Learning for the individual's natural abilities**
- **Is the dialogue manager – teacher, parent, business and professional, telling or transmitting?**
- **Ending a dialogue by reviewing or "copying?"**
- **Acting before listening**



# Have you recorded your learning?

## Don't forgot to log 60min of CPD

[CLICK HERE](#)  
to Log in and log  
your learning

- 1 What did you learn?
- 2 How do you intend to apply this in your practice?
- 3 Do you have any further action for your next CPD cycle?

**REGISTER TODAY**  
to log your learning online



onlineevents

# Watch again



**Watch this event again in Onlineevents Online Library**

**Log In**

**Register**

# Connect with **Onlineevents**

Click the images below

**John**



/ Onlineevents



/ Onlineevents

**Sandra**



/ Onlineevents\_saz



/ sandraonlineevents

[www.onlineevents.co.uk](http://www.onlineevents.co.uk)

*Pinterest*



Find us on

**Facebook**

Click [HERE](#) to join our FB group

**LinkedIn**™

Onlineevents Company page

*Instagram*