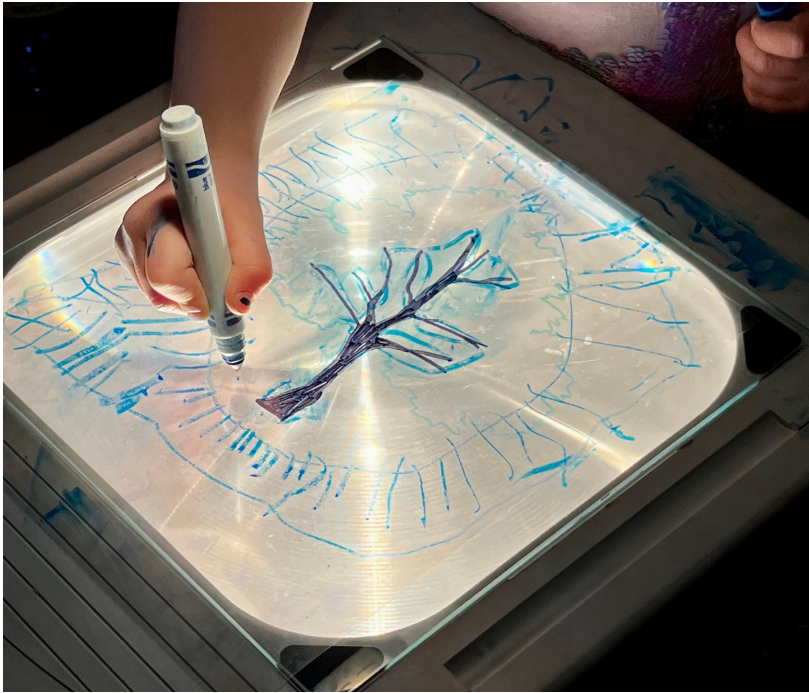


LET'S TALK ABOUT THE TEMPLE CHAI EARLY CHILDHOOD CENTER



Temple Chai Early Childhood Center imparts a warm and welcoming environment that nurtures caring and creative children.

We strive to integrate Judaism and child-centered learning into the entirety of our program, while providing a safe and stimulating environment that fosters curiosity. Children are encouraged to construct knowledge through play and investigation. We believe that education is a process brought on by the child's interaction within the world around them. It is through playing in this world that children are stimulated to wonder, explore, experiment and discover using their own unique learning styles and interests.

We approach our work with all children, Infants to Pre-K, through Jewish values and lenses. We welcome you to our Temple Chai community with open arms and open hearts!

PRINCIPLES OF THE CHILD-CENTERED APPROACH:

EMERGENT CURRICULUM:

Each classroom's curriculum stems from the particular interests of those children.

Curriculum topics come from things that are known to be interesting to children (bugs, rainbows, dinosaurs, and so on). Teachers review notes and observations, deciding which projects would be best suited for the children in their class, and adapt lessons to be developmentally appropriate.

Our teachers are partners in the learning experiences and lead the children as a resource and guide. Strategies used by this approach can foster a positive attitude and aptitude to life long learning which in turn can increase the mastery of kindergarten-readiness skills.

PROJECT WORK:

Projects are studies of concepts and ideas based on the observations gathered around children's interests. Projects can last anywhere from a week or two to the entire school year.





THE HUNDRED LANGUAGES OF CHILDREN:

The concept of multiple intelligences present new ideas and interests in many different forms. We call this “The Hundred Languages”. In the classroom you will see this living through painting, drama, music, clay, puppetry, print and so on. Varied languages ensure that all children have the chance to understand and connect with the subjects being explored.

COLLABORATION:

The idea of children working together is an important part of cognitive growth and development. Groups both large and small are encouraged to work together, to problem-solve using dialogue, comparisons, negotiations, and other important interpersonal skills. Each child’s voice is heard in order to promote a balance between a sense of belonging to the group and a strong sense of self.

OBSERVATION AND DOCUMENTATION:

By displaying children’s work, efforts, ideas and learning in a beautiful way we show that we believe the work in the classroom is valuable. Documentation is important information that makes it possible for others to become aware of the experiences happening in the class as well as encourages parent participation in classroom experiences.

WHAT IS A PROVOCATION:

A provocation is an open ended activity that doesn’t have a prescribed outcome. It is designed to stimulate ideas, initiative and imagination for individuals and groups of children. A provocation can look like a still life painting, photos of buildings set up with blocks, twigs and plastic animals, a sensory bin full of dirt and trucks etc. The options are endless, simple, and most of all intentional.



The child-centered approach to early childhood education views young children as individuals who are curious about their world and are capable of learning from everything that surrounds them. In its most basic form, this approach is a way of observing what children know, what the children are curious about and what challenges them.

At the Temple Chai Early Childhood center, our teachers, who are inspired by this approach, use strategies such as introducing children to a wide variety of opportunities that encourage self-expression, communication, logical thinking, and problem-solving.

HERE AT TEMPLE CHAI EARLY CHILDHOOD CENTER, WE UNDERSTAND THAT CHILDREN ARE COMPETENT AND ACTIVE LEARNERS. FROM INFANCY UNTIL THEY GRADUATE FROM OUR PROGRAM, OUR LEARNERS HAVE THE RIGHT TO CARING TEACHERS AND A POSITIVE EARLY LEARNING ENVIRONMENT.



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OUR HIGHLY TRAINED INFANT TEACHERS PARTNER WITH YOU TO ENSURE YOUR BABY'S DEVELOPMENTAL NEEDS ARE MET EVERY STEP ALONG THE WAY. THEY CREATE PREDICTABLE ROUTINES AND NURTURING CLASSROOM ENVIRONMENTS THAT FOSTER SOCIAL AND EMOTIONAL DEVELOPMENT. THROUGH AGE-APPROPRIATE, NATURAL MATERIALS INSPIRED BY THE CHILD-CENTERED APPROACH. YOUR INFANT WILL BE INTRODUCED TO SENSORY PLAY, ART, MUSIC, LANGUAGE, AND FINE/GROSS MOTOR ACTIVITIES THAT ARE DOCUMENTED AND SHARED WITH YOU THROUGH BRIGHTWHEEL, OUR COMMUNICATION PLATFORM.

OUR INFANT PROGRAM: (6 WEEKS- 1 AND WALKING)

INFANT CARE IS ONE OF THE BEST WAYS TO PROMOTE BABY'S HEALTHY LEARNING AND DEVELOPMENT.

WHAT YOU CAN EXPECT:

- A LOW STAFF-TO-CHILD RATIO MEANS PLENTY OF TIME FOR BONDING WITH A CAREGIVER.
- A PREDICTABLE ROUTINE PROMOTES A SENSE OF STABILITY. FEEDINGS, NAPS, READING AND OTHER ACTIVITIES TAKE PLACE AT THE SAME TIME EVERY DAY.
- TEACHERS HOLD BABIES DURING FEEDINGS, ROCK THEM TO SHOW LOVE AND SPEAK TO THEM FREQUENTLY. THIS MAKES THE BABY FEEL SECURE AND PROMOTES LANGUAGE AND SOCIAL DEVELOPMENT.
- BABIES HAVE ACCESS TO A VARIETY OF ENGAGING MATERIALS. THEY GET TO EXPERIENCE LOTS OF FUN COLORS, SIZES, SHAPES, TEXTURES AND SOUNDS.
- DIVERSE BOOKS INTRODUCE A WIDE RANGE OF NEW WORDS TO BABY'S EARS.

