

We believe ...

And so we ...

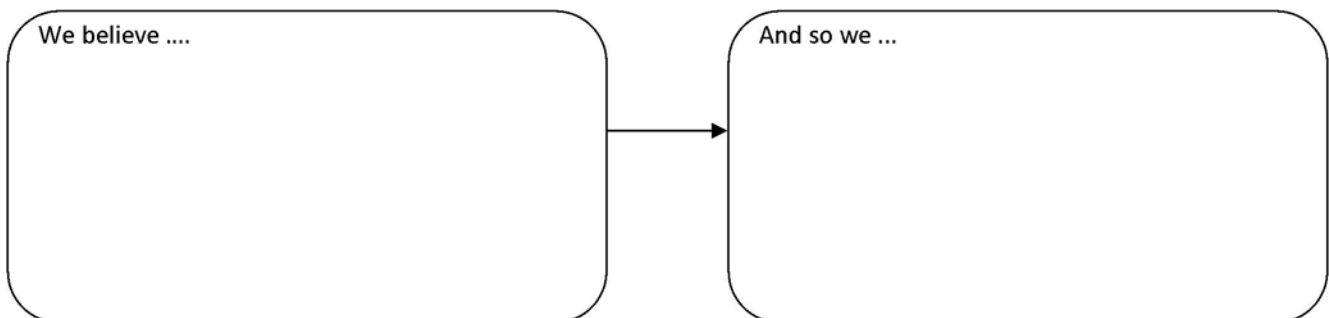
At the Kinus event 5770, we had an exercise where Preschool Directors shared their beliefs about preschool and how those guide their practice. It was worded as “We believe... and so we ...” There were 5 categories in which worked through our beliefs and practices.

1. What our school believes about children
2. What our school believes is the role of preschool in a child’s life
3. What our school believes is the role of preschool in the family’s Jewishness
4. What our school believes is the role of the Director in the school
5. What our school believes is the primary objective(s) of a Chabad preschool.

This led to many interesting thought provoking discussions and reflections, as directors really thought about how (and if) their practices, activities and procedures are indeed aligned with what they say they are doing, and what they believe about the purpose of their Preschools.

This is an interesting exercise to do periodically – yourself, with other key stakeholders and with your staff. Do not read the insights shared by the Shluchos until you have done this exercise on your own. Once you have truly dedicated some time and thought to these questions, you can look at what others believe and do, and get inspiration and ideas that you can implement into your overall school program.

Another way this exercise can be done is to look at your practices and see what they reflect about your school vision. Are they indeed aligned and inspired by the stated school vision? Are some sort of random, and do not strengthen and enhance what you are hoping to accomplish with the children and their families. (If you do not yet have a clear school vision, that is another exercise that should be done as soon as you have time to really dedicate to it.)



1. What our school believes about children:

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Young Children are Like Seeds:	-
- Children are like young seeds- tremendous potential yet vulnerable and in need of our nurturing and protection.	- Provide programs that bring out each child’s inherent potential in a safe and nurturing environment
- Every child is like a seed ready to grow	- Believe it’s up to the educator to nurture that seed until it grows to a fruit bearing tree.
- A Jewish child is a young sapling growing to be a fruit growing tree. Sunlight (love) and water (<i>Torah</i>) are crucial. Harmful weeds (negative habits, environment/interactions) must be removed.	- Provide opportunities and role models for every child to access their G-dly potential through our developmental, positive, enriching and engaging environment and with the support of loving, experienced and educated <i>Morahs</i> .
- Seeds	- Nurture them with the love of <i>Torah</i>
Each Child is an Individual and is Unique:	
- Every child is an individual, no standard idea works for everyone. <i>Chanoch lanaar al pi darcho.</i> (Also goes hand in hand with Montessori)	- Educate each child individually academically and look at each child’s emotional portfolio and work hand in hand.
- Every child has potential and can build a world.	- Try never to undermine value and esteem of child (control of error equipment etc).
- Are unique individuals	- Provide an environment where every child can express themselves freely
- Children are born truly unique, each one has their own prescription	- Respect who they are
- Spirituality is a necessity for a balanced and stable life-style	- Provide them with spirituality
- Children learn differently	- Teach in different ways
	- Different centers
- Each child is unique and special	- Nurture that child to grow to his/her full potential.
- <i>Chanoch lanaar al pi darcho</i>	
- Every child is an individual with their own strengths	- Try to cater the program more individually - to suit everyone’s needs. Same policies don’t work for everyone.

1. What our school believes about children:

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<ul style="list-style-type: none"> - Each child is an individual with unique strengths. - All children are innately good. 	<ul style="list-style-type: none"> - Provide an environment and curriculum that understands that children learn differently - Our behavior management techniques are geared with the goal of bringing out the best in the child.
<p>How Children Learn and Develop:</p>	
<ul style="list-style-type: none"> - Children learn from the world around them. 	<ul style="list-style-type: none"> - Teach children how to explore the world, ask questions, learn through their 5 senses and problem-solve.
<ul style="list-style-type: none"> - That children are competent - That children want to do the right thing - That children are learning 	<ul style="list-style-type: none"> - Try to support
<ul style="list-style-type: none"> - Children are miniature adults, but with the capacity to absorb, retain and be influenced in a far greater capacity. 	<ul style="list-style-type: none"> - Respect children, find teachable moments throughout the day and communicate and foster a love for Yiddishkeit.
<ul style="list-style-type: none"> - Children have lots of ideas. - Children are capable. - Children will rise to an occasion. - Children must be respected and treated respectfully. 	<ul style="list-style-type: none"> - Create a classroom environment rich with possibilities- writing center, housekeeping, block, etc. We do documentation panels, record and transcribe what children say, put it up with photos- to “make the learning visible.”
<ul style="list-style-type: none"> - Children respond to positivity. - Children are competent. - Children connect everything to themselves, make learning relate to their lives. 	<ul style="list-style-type: none"> - Phrase things in positive (tell what to do), tune into emotions and “vibes” of teacher as teach/talk- SMILE a lot. - Give children independence - Set them up for success so can care for selves and environment (ex: how do we clean up)
<ul style="list-style-type: none"> - Children need to feel loved - Children need to be safe. - Children are capable. - Children have great ideas. 	<ul style="list-style-type: none"> - Nurture them - Protect them - Give them responsibilities and choices - Help them express themselves
<ul style="list-style-type: none"> - That every child is always learning- gaining knowledge at every moment of the day 	<ul style="list-style-type: none"> - Surround them w/ many learning experiences- and lots of opportunities to discover and learn- everything in the classroom- outdoors, during snack and lunch – all opportunity for learning.

1. What our school believes about children:

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<ul style="list-style-type: none"> - Children are capable - Children are individuals 	<ul style="list-style-type: none"> - Give them opportunities - Structure our program to their strengths
<ul style="list-style-type: none"> - Innocent and sponges open to learn with <i>kabolos ol</i> 	<ul style="list-style-type: none"> - Try to incorporate a variety of learning experiences that re memory making
<ul style="list-style-type: none"> - Children have the right to be in an enriching environment which supports curiosity that reaches the whole child. - Children have the right to be in a caring environment that supports his/her own likes/dislikes. - Children are inherently good and should be respected - Need to be in a safe and clean environment - Whatever they learn now will affect them for life. <i>Yiddishkeit, skills, etc.</i> 	<ul style="list-style-type: none"> - Are planful and reflective in classroom design, routines, guidance, materials, and hiring staff. - Environment rich with <i>Chabad</i> values, rituals etc.

Other Important Beliefs about Children:

<ul style="list-style-type: none"> - Each child is a <i>neshoma</i> and a vehicle for bringing the family to <i>Chabad</i>. 	<ul style="list-style-type: none"> - Invite parents to view all accomplishments- - Add and integrate our secular lessons w/ Judaic etc.
<ul style="list-style-type: none"> - Preschool is not “boot camp” for kindergarten, and that children need time to be children in their early childhood years. 	<ul style="list-style-type: none"> - Create an environment that is hands on, magical, and lets children develop their creativity, imagination and problem-solving skills.
<ul style="list-style-type: none"> - Every child is precious gift from <i>Hashem</i>, sent into this world to make for Hashem a <i>dira lo yisbarech bitachtonim</i> 	<ul style="list-style-type: none"> - Treat them with the respect and love they so richly deserve.
<ul style="list-style-type: none"> - That every child has a <i>Chelek Eloka</i> and wants to do good and be good. - Children are inherently good 	<ul style="list-style-type: none"> - Remind the children and parents of that. We use positive reinforcement and remind children how special and “good” they are- we celebrate and express joy when children make “high level choices” i.e. choose to do the right thing.

2. What our school believes is the role of Preschool in child’s life:

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Skills:

- Is the foundation for many skills later. Formative years for skills, social, security, feelings for Yiddishkeit, values.	- Are playful in providing activities to provide these things- stimulate thinking, aware of environment.
- Social environment - Extension of home upbringing	- Teach/model social ‘best practices’. - Educate parents of parenting topics and skills.
- That the early years are the most formative and influential time in a child’s growth.	- Provide first and foremost a loving safe environment coupled with infusing love of Judaism and values into daily life and model healthy social emotional skills.
- Communicating - Sharing - Self-help - Self-esteem - Transitioning well - Voices being heard	- Hire teachers that are that type
- Enhance their Judaism and give them the tools and skills to reach their fullest potential	- Enrich every aspect of the curriculum w/ Judaism and meaning
- Give them tools for <u>life</u> - Social/emotional development <u>first</u>	- Frame teaching as “what will this give child for life?”

Foundation for the future:

- Early years are crucial years in a child’s life where a foundation of a life time can be built.	- Take utmost care to build and fortify that foundation to be a solid base for a life.
- That what we teach the children is often the only Judaism the child <u>and the family</u> is exposed to.	- Take the sacred task seriously ...to give the children as much as we can of Jewish knowledge but also awareness of and love of Hashem so they can draw on it (hopefully) even years later , AND share it w/ their family.
- The early years are a crucial time and opportunity to impact a child.	- Take the time to make every moment a learning opportunity and “teach with intentionality”
- Preschool is the subconscious foundation of a child’s consciousness of life thereafter.	- Need to glue the strongest and most positive foundation to the child-to enhance and give the chance/start of life and the benefit of opportunities

2. What our school believes is the role of Preschool in child’s life:

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Love of Hashem, Yiddishkeit and Learning:

- That a child’s <i>chinuch</i> and Jewish education and love of Yiddishkeit can be developed in the early years (and before!).	- Make sure the learning is through joy-(warmth) .
- Child should love and enjoy school . - Child should feel comfortable and be able to express his/her self.	- Make learning exciting . - Get down on the “floor” with the children and really let him speak to you.
- Preschool is the foundation – a child learns to love Hashem , do a <i>mitzvah</i> etc...	- Mitzvah notes telling them how they’ve made Hashem and us proud etc...
- <i>Yiras shamayim</i> - connect to <i>Hashem</i> - Help them understand/see selves and world from new perspectives- become an observer	- Know Hashem is real and loves each of us - Developing a personal relationship with Hashem
- Preschool is the subconscious foundation of a child’s consciousness of life thereafter.	- Give a love of Yiddishkeit to child and try to build him/her up as a confident, happy member of our contributing community.
- This is the foundation. - They are sponges at this age.	- Try to give over the “joys of Judaism” and basics in as many areas throughout the week.
- Our role is to infiltrate a love for Judaism , to assist children to achieve developmental an academic goals	
- <i>Geon Yaakov</i> - Jewish pride - <i>Ahavas yisroel</i> - <i>Moshiach</i> - 3 things that make a <i>Chabad chossid</i> (R’ Chaim Gutnick)	

Support, Respect and Encourage Children:

- Safe to be unique , allow them to form their own opinions despite social pressures/norms	- Respect and encourage their contributions and thoughts.
- A school should be a place where a child feels safe, secure and respected .	- Encourage the children to share their opinions, validate them . - Create a warm, nurturing environment .

2. What our school believes is the role of Preschool in child’s life:

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<ul style="list-style-type: none"> - Children are capable, curious, creative, and continuously “evolving”, who need a loving home-like environment as a transition from their homes to school. 	<ul style="list-style-type: none"> - Strive to provide an environment with the necessary structure and tools to stimulate a child’s curiosity and provide a “home-like” gentle atmosphere within which they can explore and be supported and nurtured.
<ul style="list-style-type: none"> - That a preschool must create a climate of emotional responsiveness which allows learning to take place 	<ul style="list-style-type: none"> - Observe children carefully in order to provide proper support, education and experiences.
<ul style="list-style-type: none"> - Preschool is a place where a child will discover themselves. 	<ul style="list-style-type: none"> - Build our curriculum and environment to help them grow and feel good about who they are.
<p>Involve Families:</p>	
<ul style="list-style-type: none"> - That our preschool is all encompassing; not just fulfill academic or social needs but family infrastructure, Jewish activities. 	<ul style="list-style-type: none"> - Try to involve parents in social, spiritual opportunity- family activities, holiday activities, group activities.
<ul style="list-style-type: none"> - Preschool is a PARTNER (link) between child and his/her family. It is the link that educates, inspires the child in their education both academically and emotionally. 	<ul style="list-style-type: none"> - Communicate with parents on many levels: newsletters/emails, Meetings, family events, relationships/connections between teachers/parents/kids.

3. What our school believes is the role of Preschool in family’s Jewishness:

We believe ...

And so we ...

Family Events:	
- That our preschool provides genuine foundation of Jewish pride	- Invite families to join for special holiday programming which imbues the entire family with a sense of Jewish pride
- A <i>Chabad</i> preschool is a segue to bring <i>Yiddishkeit</i> to the whole family	- Send home newsletters with topic explained - Have family celebrations - Create connections between staff and parents
- Preschool provides a connection between extended families and <i>Yiddishkeit</i>	- Provide opportunities for extended families to participate in these Jewish experiences.
- Families enjoy learning from children and being a part of <i>Yiddishkeit</i> on a child level.	- Do Tot-Shabbats, holiday programs etc
- To teach warmth and love of <i>mitzvos</i> and Jewish pride	- Encourage parents to join in activities and be around and hopefully will bring out a desire to join other <i>Chabad</i> learning activities.
- Every child is special and every family is special and want to share our uniqueness and form a Jewish identity and community	- Model Jewish values and customs and involve the children and families to be part of a community and share in experiences
- We have an amazing opportunity to reach the family at a time when they are open and searching to connect to a community	- Plan our parent and family interaction with the same diligence and importance as our curriculum
- Inspires the entire families <i>Yiddishkeit</i> . - Teaches parents how to relate better to their family based on <i>Yiddishe</i> values. Ex. Taking time to light candles etc.	- Invite parents to join Shabbos parties and holiday programs . - Make Jewish experiences fun and meaningful
Relationship with Families:	
- This preschool relationship is an opportunity to connect with families who would not be at <i>Chabad</i> otherwise.	- Take the opportunity to form relationships with the families and hopefully inspire them to come to programs, <i>Shabbos</i> etc...
- Preschool is a great way of connecting to young families who are just beginning education and upbringing of their children.	- Seize every opportune moment to make personal connections with families , making them aware of their rich Jewish heritage

3. What our school believes is the role of Preschool in family’s Jewishness:

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Send Information Home and Explain Things:

- That we provide the main of Jewishness in our families lives	- Provide a full experience throughout the year- aside from Jewish holidays with children, we send home information for parents.
- Preschool is an educational partnership between parents and <i>morahs</i> who work together to bring out the best in each child. When the family recognizes the importance of a Jewish environment and Jewish values it supports the positive growth of the child. - Jewish child in <i>Torah</i> = fish in water	- Provide parent involvement opportunities and educate the parents in our philosophy through parent evenings, newsletters , parent volunteers are in on meetings.
- Explain what we are teaching to parents- they also want to learn.	- Send home projects with explanations
- Preschool educates the families as to what the practices are in <i>Torah</i> observance. - More importantly (or equally), preschool teaches children Jewish VALUES and way of thinking so family can apply it.	- Explain curriculum to the parents - Offer classes - MAKE FAMILY EVENTS

Good Feelings Towards *Yiddishkeit*:

- That a preschool provides the foundations for <i>Yiddishkeit</i> in the lives of these children and gives them a positive Jewish experience.	- Provide many positive Jewish experiences in a non-threatening environment that demonstrates the beauty and excitement .
- That a family can follow a child, if a child is inspired/enthusiastic about Judaism, his/her parents will follow that passion.	- Put a lot of emphasis on the joy of the holiday and the “handouts” sent home
- Preschool is the premise and foundation for the child and families relationship with Judaism	- Strive to create a positive, warm and memorable Jewish experience.
- That the preschool could be the first and only real connection to Torah and <i>Yiddishkeit</i> for the whole family	- Make sure that the entire families experience in the school has to be a thoroughly positive one

3. What our school believes is the role of Preschool in family’s Jewishness:

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Within School:	
- We are the eyes and ears of Judaism i.e. The face and taste of any <i>Yiddishkeit</i> that a family will encounter and we are providing a platform for them to express their Jewishness in any way/ as much as they want /can.	- Try connect shul and school - offer <i>shul</i> membership-school discount (tuition %) and if s/o is not a member of any <i>shul</i> – they have to become member of <i>shul</i> to part of school. We always advertise <i>shul</i> programs. - Within school, give a quality level of Yiddishkeit - Convey child’s interest in Yiddishkeit to parents.
- That preschool is a time for growth, socialization, learning and <u>play</u> .	- Have a play-based curriculum, with many opportunities for learning through play . <u>But</u> we are feeling the pressure to move towards more academics!
- That children’s openness and excitement to learn coupled with the excitement we imbue in our program definitely makes an impression on the families thinking about their Jewishness.	- Do a hands on full-fledged curriculum incorporating values we want to impart through all the senses .
- Preschool is the foundation for connecting with <i>Yiddishkeit</i> , affecting future generations.	- Only hire teachers who truly believe in what they are teaching .
- That the preschool should be a foundation for a young child’s Judaism and provide an awareness of <i>Hashem</i> , love of <i>Torah</i> and <i>mitzvos</i> .	- Have discussions about <i>Hashem’s</i> creations, daven every day, say brochos before we eat, learn Torah stories through hands on experiences and explore all the yomim tovim in depth
Other:	
- Preschool is the key to the Jewish family.	- Value every child/family that joins our program
- That the preschool should reflect and express the values of <i>hafotzas hamayonos</i> (not <i>kiruv rechokim</i>) and the <i>Rebbe’s</i> explanation of <i>bechol asar viasar lifee inyano</i> in a manner that is <i>varem un lichtig</i> and recognizes both the <i>bechira chofshis</i> of the parents on the one hand and the innate hunger at the same time.	-
- Showing that Judaism is NOT abstract but a life outlook that relates to everyone/anyone regardless of “religious practice”.	-

4. What our school believes is the role of the Director in the school:

We believe ...

And so we ...

Be a Role Model and Guide the School	
<ul style="list-style-type: none"> - Establish an educational and personal infrastructure for the school. - Provide support and role model behavior for the teachers, students, parents 	<ul style="list-style-type: none"> - continuously improve our skills and exposure - role model behavior - meet and discuss with teachers - maximize interactive opportunities with students, parents and teachers
<ul style="list-style-type: none"> - Director is the link to all facets in the school – staff, parents, children, community – to the school and each other. - To oversee all areas of school and have a personal connection to every child / family and staff member. - To keep the vision, constant and focused. 	<ul style="list-style-type: none"> - Get stressed out! (jk) - Get involved in everything, but delegate the details. <p>(I want to explore the ideal role of director with details.)</p>
<ul style="list-style-type: none"> - Director should ensure teachers are prepared, well equipped and teach children fairly and with love. 	<ul style="list-style-type: none"> - Role model to the teachers
<ul style="list-style-type: none"> - We have to guide and mentor and lead 	<ul style="list-style-type: none"> - Put ourselves in the right place.
<ul style="list-style-type: none"> - The director’s role is to create a system for a successful Chabad preschool that fits with our primary objectives. 	<ul style="list-style-type: none"> - Work on formulating best practices and working out the best ways into a system.
<ul style="list-style-type: none"> - The director guides and organizes- is there to hug and befriend children and parents 	<ul style="list-style-type: none"> - Give a basic outline of plans- plan for activities, role model for parents and teachers
<ul style="list-style-type: none"> - The directors excitement and warmth and vision about her program is a catchy feeling to staff and parents alike 	<ul style="list-style-type: none"> - The director anchors in the program and reigns in on these mottos through interaction and modeling
<ul style="list-style-type: none"> - Coach 	<ul style="list-style-type: none"> - Provide inspiring materials - Celebrate growth - Encourage
<ul style="list-style-type: none"> - Role model best practices, build relationship which is positive and sets foundation for listening and learning - 	<ul style="list-style-type: none"> -
<ul style="list-style-type: none"> - Create a shared vision - Bring all pieces together - See the bigger picture 	<ul style="list-style-type: none"> - Work with parents/teachers/children/community and bring it all together

4. What our school believes is the role of the Director in the school:

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- The director needs to be a good leader, example and inspiration to her staff and parents	- Try to be a role model and inspire staff and parents
- That the director sets the tone, atmosphere and standards for the school. - Also makes decisions	- Make sure director is always present (as much as possible), have staff meetings so she can inspire them... share her motivation.
- That the director is the connection between families and the school	- Try to be role models conveying our vision to the parents and insuring that the program is developed and implemented to reflect that vision.
- Create a structure which they feel confident and privileged	-
- Inspire staff and parents w/ the school’s mandate	-
- Set the tone, model the values	- Try

Support Teachers and Parents:

- Teach parents too!	- Set up in service workshops - Teach GAP (Growing as Parents) class so can teach parents too.
- Director should provide leadership, direction, vision, instructional material, moral support, etc to teachers	- Attend classes and workshops, meet w/ teachers , etc. We are also the Rebbetzin of a shul/community and the wearing of many hats is a <u>huge</u> issue- ends up having an impact on my school.
- The director should consistently support the staff and parents	- Provide weekly staff meetings with teachers, monthly group staff meetings and monthly Tea Time for parents to share parenting. Director always has positive feedback to support staff and parents
- That the director should have the vision and goal of the school and give the teachers the tools via education, make sure necessary materials so that impacts the children , the warmth	- Support CECE
- Provide support for the 1. Teachers, 2. Parents and children	-

Relationships:

- The director is there to turn our preschool into an extended family unit (one big happy family).	- Keep a very close relationship with the children <u>and parents.</u>
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4. What our school believes is the role of the Director in the school:

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<ul style="list-style-type: none"> - That aside from the director managing the daily mundane tasks, she needs to ensure that the relationships are healthy are thriving. Relationships between her and staff, between staff and families, between staff and children, children and their peers, children and Hashem, children and the world. 	<ul style="list-style-type: none"> - Invest a lot of time, energy, forms and modeling of the above. It is also part of the curriculum, events of year and meetings.
<ul style="list-style-type: none"> - The director can impact the direction of the school and assumes responsibility for every child. 	<ul style="list-style-type: none"> - Have the <i>shlucha</i> assume position of director who is involved with all facets of curriculum and develops relationships with families and children.
<ul style="list-style-type: none"> - Hands on with all the children and families and make them feel safe and invited - Set the tone for the environment 	<ul style="list-style-type: none"> - Form relationships with every parent, child and family.
<ul style="list-style-type: none"> - The role of a director is to create a warm, caring atmosphere between teachers and children and teachers and their colleagues. - Set the tone and be a role model as a Chabad school educator 	<ul style="list-style-type: none"> - Are in constant contact with all teachers, students and parents to improve/and create a loving, cherishing atmosphere

5. What our school believes is the primary objective(s) of a Chabad Preschool:

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Family Connections and Other Programs:	
- to spark a love for <i>Yiddishkeit</i> [by providing quality Jewish (and secular) education] and offer opportunity for Jewish education to each child in our community . (Hopefully growth too)	- try to connect families to us and to each other and try to develop areas of interest and growth within individual families. (meeting them, home visits, Shabbos meals- moving beyond preschool.)
- The preschool is a conduit to reach and impact every child with a passion for <i>Yiddishkeit</i> and hope to in turn affect their families as well.	- Make sure curriculum is imbued with <i>Yiddishkeit</i> and <i>Chassidus</i> (messages) and try to develop personal relationships with families to take it to the next level.
- that we can reach not only the child, but the parents and family with the 3 great loves: <i>ahavas Hashem, ahavas yisroel, ahavas haTorah</i>	- provide other activities as well, to try and draw in families; ex. Chanukah, Pesach, Lag BaOmer, fundraising etc... events, Shavuos ice cream party , etc. etc. - we do get some crossover- not as much as we’d like. Also-P.S feeds into Hebrew School <u>sometimes</u> .
- That there should be transformation in family life from everything they see and hear.	- Do “Tot-Shabbats”, family Shabbats, Womens Circle, retreats, challah baking, volunteers, preschool updates, and involvement.
Love of Yiddishkeit and Jewish Pride:	
- To be positive experience in every way so that the <i>Yiddishkeit</i> will be also	- “The child who loves their Morah (Yiddishkeit) will love being <i>Jewish</i> , love <i>Torah</i> and love <i>Hashem</i> ” –Mrs. Risya Posner AH
- A <i>Chabad</i> preschool’s primary objective is to light up the <i>neshoma</i> within each child.	- Make <i>Yiddishkeit</i> fun and exciting .
- To ignite the <i>neshoma</i> of the children and families involved	- Model a love for Yiddishkeit, Hashem and the <i>Torah</i> in everything we do.
- To expose the families to Jewish culture values and enrich their lives with Judaism - Bring out the <i>neshoma</i> of each child and family	- Focus on giving each child an identity and pride for being Jewish.

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Warm Environment:

<ul style="list-style-type: none"> - To reach out to community - Provide a place which is high end and provides <i>Yiddishkeit</i> - To create Jewish (real Jewish) community- parents have Jewish friends, resources, good feeling for <i>Yiddishkeit</i>, growth in their <i>Yiddishkeit</i> 	<ul style="list-style-type: none"> - Create a warm, loving, professional environment that reaches and reach out to community-proud <i>Yiddishkeit</i>.
<ul style="list-style-type: none"> - The primary goal to create a warm, friendly, family atmosphere where children and parents feel it’s a home away from home 	<ul style="list-style-type: none"> -

Reaching the Whole Child:

<ul style="list-style-type: none"> - Every child is a world 	<ul style="list-style-type: none"> - Aim to reach and engage the whole child which includes home and family
<ul style="list-style-type: none"> - <i>Ahavas Yisroel, chanoch lanaar al pi darcho</i>. Every child is unique; every child is a complete “world”. A <i>Chabad</i> program must be built on the principles of <i>Chabad</i> as well as incorporate the <i>hashkafa</i> and <i>halachic</i> elements. 	<ul style="list-style-type: none"> - Are flexible in our program to accommodate the different needs and learning styles of the children. We reach out to families where they are at, without judgment or expectation of religious commitment.

Future Growth:

<ul style="list-style-type: none"> - To provide as complete a Jewish experience as possible with lessons that can affect families for years after they graduate 	<ul style="list-style-type: none"> - Are working on it!
<ul style="list-style-type: none"> - To nurture every Jewish soul and provide an environment for future growth in <i>Yiddishkeit</i> 	<ul style="list-style-type: none"> -
<ul style="list-style-type: none"> - Hopefully if we get them in preschool- they will stay w/ us onward and ultimately we can be <i>mikarev</i> them. 	<ul style="list-style-type: none"> - Try to bring Chabad into preschools so they all feel a connection and want to remain connected.

5. What our school believes is the primary objective(s) of a Chabad Preschool:

We believe ...

And so we ...

Other:

<ul style="list-style-type: none"> - To teach Judaism in a child’s play and learning environment and help them become inspired to be proud Jews. 	<ul style="list-style-type: none"> - Collaborate with secular and Judaic teachers in making the curriculum.
<ul style="list-style-type: none"> - That we may reach the unaffiliated (with <i>Chabad</i>) through being a center of excellence, thereby being a a source of spiritual support for the family. 	<ul style="list-style-type: none"> - Strive to continuously reflect and develop ourselves to be a center of excellence head and shoulder above the local-non-<i>frum</i> centers