

JECEI PRINCIPLES OF EXCELLENCE AND INDICATORS

RELATIONSHIPS

- 1 - Teachers and families are partners in nurturing the social and emotional growth of community members - children, families, and staff.
- 2 – The professional leadership (director/2nd tier) facilitates the flow of information and exchange of feedback on the school level and encourages the same between teachers and parents.

VISION

- 3 – Key stakeholders in the community are involved in creating a vision integrating the JECEI Lenses and Principles of Excellence.

LEARNING COMMUNITY

- 4 - Families are partners in the creation of the learning community.
- 5a Children (2 – 5 years) - Children take responsibility for themselves and others.
- 5b Infants/Toddlers – Teachers use relationships as the primary way of supporting the development of the infant/toddler’s self-awareness, autonomy, and self-expression.
- 6 – Jewish living and learning, ideas and values, are part of the everyday learning experiences.
- 7 – Small group project work and documentation are part of the curricular process of teachers engaging students in constructing the learning experience.
- 8 - Professional leadership and teachers grow in their identity, skills, and knowledge as professionals working in Jewish ECE.
- 9 – The school and host institution support educators’ professional growth as aligned with the school vision.

SHARED LEADERSHIP

- 10 - Lay Leadership in the school and host institution partners with Professional Leadership to champion the JECEI change process to create schools of excellence and engage families in Jewish learning and living.

11 - Professional Leadership designs and maintains structures that support daily operations in alignment with the school's vision.

12 - Professional Leadership partners with teachers to carry out the vision of the school.

ENVIRONMENT

13 - The environment reflects the school's vision.

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