

**במקום שלבו חפץ**  
***“Where the Heart Feels at Home”***

**Netivot Upper Elementary Learning Environment**

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For easy reference, we are providing you an outline of much of what our learning environment encompasses. Most of its content is reflected in this video.

Our learning environment is unique in that it is an environment that is a holistic and organic environment which is fundamental to the academic, and personal growth of students as individuals and as a community.

## **I. Key Montessori Features**

- A. The impact of movement on learning and cognition
- B. Choice and perceived control
- C. Learning from peers (and multi-age class, mentoring, etc)
- D. Intrinsic learning and motivation
- E. Interest in human learning
- F. Order in Environment and Mind
- G. Control of error (facilitations recognition of own mistakes)
- H. Meaningful contexts for learning

## **II. The Classroom Environment**

### **A. The Setting**

- 1. Comfortable and Inviting
  - a. Open and Spacious (conducive to freedom of movement)
  - b. Lessons taught on rugs on floor, couches, beanbags
  - c. Schoolwork and projects related to area of study
  - d. Plants and Pets
  - e. Artwork
- 2. Encourages/Facilitates Choice, Independence, Responsibility
  - a. Follow up board, job chart, schedule, bathroom chart
  - b. Each subject has its own clearly defined area in the classroom (ex/ History, Science, Chumash, etc.), students learn where each subject is through an initial walk through
  - c. Materials are accessible, varied, and organized by level so students can work on exactly what they need at their own level
- 3. Rich in Jewish Culture, Spirituality, and Learning
  - a. Parsha/Chag table with items related to the weekly Parasha or Chag

- b. Siddur Shelf
- c. Seforim shelves
- d. Chumash, Navi, Parasha shelves featuring works (amidst general studies)
- e. Brachot clips on snacks
- f. Artwork
- g. Posters

## B. Classroom culture

### 1. Community, Collective Responsibility, Interdependence

- a. Sharing of works and knowledge
- b. Multi age class older student mentor the younger ones
- c. Community meetings addressing issues and class agenda points
- d. Acknowledgments
- e. Jobs and responsibilities
- f. Cleaning materials (dusters, brooms, spray bottles, etc.) used by students to care for their environment (cleaning daily)
- g. Cleanup (after snack, before and after lunch, end of the day)
- h. Snack preparation from delivery to the classroom, choices from the selection for the day and distribution to class.

### 2. Independence, Autonomy, Choice

- a. Freedom of choice when planning order of work to be accomplished (Planners to help guide the students for their daily goal)
- b. Children are encouraged to be independent and led to figure out the answers or where to look to find the answer instead of given shortcuts.
- c. Control of error to help facilitate independence in their work
- d. Freedom to talk and socialize *while* working
- e. Freedom of Movement

### 3. Social and Emotional Growth

- a. Communication skills. How to talk to teachers and each other in a positive and respectful manner.
- b. Building self confidence
  - 1. Choice of work
  - 2. Time management, use of planners
  - 3. Control of Error- self correction

4. Practical Life work
5. Caring for own environment
- c. Everyone has a voice (ex/ community meetings, speaking to peers and teachers, small learning groups)

### C. Modes of Instruction

1. Project based learning
2. Impressionistic education (through stories, experiments, acting, programming)
3. Differentiated instruction is built into the teachers and groupings
4. Independent learning and self-teaching

### D. The Staff

- a. Integrated team of four teachers- 2 judaic, 2 general
- b. Circle and advisory groups to keep everyone on task and address any issues in a timely manner
- c. Teachers in classroom all day, available to talk, observing, constantly tweaking the work and expectations

## III. Values

### A. Universal Values

1. Care for environment (pets, plants, jobs)
2. Patience
3. Sharing
4. Collective responsibility
5. Personal responsibility and accountability
6. The uniqueness and beauty of the individual
7. The endless potential
8. Maximization of Innate interest and strengths

### B. Jewish Values

- |   |                                  |
|---|----------------------------------|
| (The world was created for me)                  | ● בשבילי נברא העולם              |
| (All of Israel are guarantors for one another") | ● כל ישראל ערבים                 |
| ("Who is respected? He who respects others")    | ● איזהו המכובד-המכבד את הבריות   |
| Intrinsic motivation                            | ● שלא על מנת לקבל פרס            |
| A person learns best in a pleasing environment  | ● אין אדם למד אלא במקום שלבו חפץ |

Great is Torah study alongside devotion to work  
One should learn underlying principles, structure  
Learning Torah for its own sake  
Who is wise? He who learns from every individual  
I learn most from those that I teach

- יפה תורה עם דרך ארץ
- איו אדם למד אלא הכללים
- תורה לשמה
- איזהו החכם- הלומד מכל אדם
- מכל מלמדי השכלתי