

# **COOPERATION INITIATIVE WITH PARENTS AND THE JEWISH RELIGIOUS COMMUNITY IN THE NUBO PRIVATE KINDERGARTEN, CREATED AS A COMPONENT OF THE PROJECT:**

**NUBO Kindergarten, which focuses on universal education and development through the principles of Montessori Pedagogy combined with Jewish education.**

Academic year: 2025/2026

## **I. GENERAL ASSUMPTIONS**

Collaboration between the preschool and parents serves as the cornerstone for a child's healthy development and the enhancement of their potential. The program is based on partnerships, respect for cultural, ethnic, and religious diversity, and a personalized approach to each family in alignment with the following principles:

Education Law Act (Journal of Laws of 2017, item 59),  
Core curriculum for early childhood education,  
values derived from intercultural and civic education,  
the educational philosophies of Maria Montessori  
solutions created as part of the project

## **II. PROGRAM GOALS**

### **Primary goals:**

Establishing collaborations between parents and educators to promote the child's welfare.

1. Enhancing the collaborative role of parents in the upbringing and educational process.
2. Fostering attitudes of openness, understanding, and acceptance towards cultural and religious differences.
3. Promoting the principles of education rooted in respect, peace, and independence – in alignment with the essence of Montessori pedagogy.

### **Specific goals:**

Understanding the shared expectations and requirements of parents and teachers.

- Enhancing parents' understanding of nurturing and facilitating child development.
- Empowering parents to engage actively in the kindergarten experience.
- Promoting values derived from intercultural and Jewish education—such as community, compassion for others, remembrance, and tradition.

### III. PHILOSOPHICAL BELIEFS

#### 1. Montessori's Educational Philosophy

A child is a person who grows and matures at their own speed.

The role of adults – educators and parents – is to support the child in their development, rather than to control it.

Collaboration with parents entails working together to foster the child's independence and enhance his or her potential.

Respect, peace, and trust form the foundation of the relationship between adults and children.

#### 2. Education in Jewish and intercultural contexts

It acknowledges the importance of respecting the cultural and religious identity of every family.

It fosters values shared by numerous traditions: community, memory, a passion for learning, and kindness.

It integrates aspects of culture and tradition in an educational, non-denominational manner, while upholding the principles of ideological neutrality.

It advocates the concept of "know to understand," fostering an environment where children and parents can explore and appreciate each other's cultures.

#### 3. Foundations of national education

Every child is entitled to be nurtured and educated in an environment that upholds respect for dignity, as well as freedom of conscience and religion.

The kindergarten assists parents in nurturing their children with values of patriotism, social solidarity, and empathy.

Cultural and religious diversity is an asset that enhances the educational community.

### IV. GUIDELINES FOR COLLABORATION WITH PARENTS

- Partnership – educators and parents are equal contributors in the learning process.
- Trust and transparent communication – founded on mutual respect, discretion, and kindness.
- Respect for diversity – each family is entitled to its own culture, religion, and traditions.
- Collective responsibility – for the child's emotional, social, and cognitive growth.
- Transparency of activities – parents are kept informed about the kindergarten's teaching and educational initiatives.

## V. RULES OF COMMUNICATION

Collaboration with parents is founded on the principle of mutual respect and confidentiality.

Educators share insights about the child in a positive and encouraging manner.

Parents are encouraged to provide suggestions and feedback concerning the operation of the kindergarten.

Communication occurs with a foundation of empathy, collaboration, and an appreciation for the differences arising from one's background, faith, or upbringing.

## VI. METHODS AND APPROACHES FOR ENGAGING WITH PARENTS

- **General and group meetings** are held at least once per semester, with the purpose of sharing information regarding the operation of the facility and the development of the children.
- **Individual consultations** with educators are conducted at least once a month, with the option for additional meetings upon the request of parents or teachers.
- **Meetings with professionals** (psychologist, speech therapist, educator, physiotherapist, sensory integration therapist, TUS Trainer) – tailored to the needs of children and families.
- **Current contacts** – general announcements and private messages through the electronic journal.
- **Parental involvement** in the kindergarten experience includes co-organizing events, participating in open classes, and providing support during thematic workshops.

### 2. After-school programs and specialized workshops

The kindergarten provides a range of activities and workshops designed to foster curiosity, independence, and cooperation, while also bringing together the community of children, teachers, and parents.

#### Permanent suggestions for supplementary activities:

- **"Little Chef" culinary workshops** – exploring cooking, uncovering global flavors, and experiencing the culinary traditions of various cultures.
- **"Little Explorers' Laboratory"** – straightforward scientific and research experiments that foster cognitive curiosity.
- **Art workshops** – fostering creativity and self-expression through art, music, and theatre.
- **Sleepovers at the kindergarten** involve shared evenings that include integration activities, games, and conversations, fostering a sense of community and trust.
- **"Nubo Lion Patrol"** – an initiative inspired by the Scout principles of brotherhood, courage, and collaboration. Children acquire the values of teamwork, compassion for others, accountability for their environment, and support for younger peers. The Patrol promotes a sense of empathy, self-reliance, and community in alignment with Montessori philosophy.

These classes welcome the involvement of parents, who can contribute their knowledge and experience.

### 3. Collaborative initiatives

Parents play a crucial role as partners in the upbringing and education of their children. Working together with families fosters a deeper understanding of children's needs, enhances the sense of community, and promotes the child's development in alignment with values, tradition, and diversity.

During the 2025/2026 academic year, the NUBO kindergarten will be conducting a variety of activities under the theme "Together in Diversity." In this initiative, parents will play an active role in the kindergarten's community by engaging in projects, events, and integration meetings.

Lp.	Title of the event/project	Description and objective of the activity	Completion date	Methods of collaboration / parental involvement
1.	<b>"Montessori Celebration"</b>	Children explore different Montessori materials and tools, while parents can observe how Maria Montessori's method is implemented in real-life situations.	October 2025	Classes for parents, collaborative practical workshops, presentations of materials.
2.	<b>Winter Season – "Honoring the Variety of Cultures"</b>	An integration event influenced by the customs of diverse cultures and religions. Children will discover how this holiday is observed in various countries and families – for instance, Hanukkah in Jewish culture, Christmas in Christian culture, and New Year in Chinese tradition. The project seeks to promote an attitude of tolerance, openness, and curiosity about the world.	December 2025	Creating decorations and dishes influenced by diverse traditions, discussing family customs, and gathering with parents, children, and teachers around a communal table laden with symbolic foods.
3.	<b>The "Roots and Wings" Initiative</b>	Parents discuss their backgrounds, family traditions, and childhood practices. The project seeks to foster identity, cultural awareness, and appreciation for diversity.	February 2025	Family presentations, collaborative development of a "Family Tree," display of family photographs.
4.	<b>"Spring Gardening with Grandparents"</b>	Planting flowers and herbs together in the kindergarten garden fosters an intergenerational gathering that brings families together.	April 2026	Collaborative gardening with grandparents, environmental workshops.
5.	<b>End-of-year family picnic at preschool</b>	Joint summary of the year, collaboration among children, parents, and teachers.	June 2026	Children's presentations, games and activities, shared snacks, family contests.

### 3.1. Projects throughout the year

#### "Reading on the Carpet" Initiative

The preschool is launching a year-long "**Reading on the Carpet**" initiative for the 2025/2026 preschool year, designed to cultivate children's reading interests and enhance the connection between home and preschool. As part of this initiative, parents who are interested are encouraged to visit their child's group and read a chosen book, story, or excerpt from their favorite book. These gatherings foster a special atmosphere of intimacy, promote a positive perception of reading, and enable children to enjoy the pleasure of sharing literature.

#### The initiative "Exploring Jewish culture – traditions, tastes, and values"

As a component of the "**Together in Diversity**" initiative, the preschool will organize an educational and cultural event focused **on Jewish culture**. Children, under the guidance of teachers and invited guests (parents or representatives from the Jewish community), will have the chance to discover selected aspects of this rich tradition in an engaging and creative manner.

During the classes, children will **explore Shabbat** – a day dedicated to rest and family bonding. Cooking workshops will take place, including **the baking of Shabbat challah**, alongside games and activities inspired by Jewish culture, such as **playing dreidel** (associated with Hanukkah) and singing simple Hebrew songs collectively.

For children who are interested, simulation classes will be organized (in the format of a thematic game), during which they will have the opportunity to "participate" in the celebration of various Jewish holidays in a symbolic and educational manner, such as:

- **Hanukkah** – a celebration of light and happiness,
- **Pesach (Passover)** – the celebration of liberation,
- **Purim** – a festival of bravery, kindness, and communal enjoyment.

During lessons, children explore universal values derived from Jewish tradition, including:

- respect for family and community values,
- the significance of science, recollection and heritage,
- hospitality and generosity towards others,
- nurturing peace and mutual understanding.

## Project objective:

The campaign seeks to **ignite cognitive curiosity, promote an attitude of tolerance, and cultivate openness towards diverse cultures and religions**. The activities are strictly educational and cultural—they do not include religious practices or attempts to alter the worldviews of children and families.

## VII. EVALUATION OF THE PROGRAM

### Tools:

- Parent surveys
- Monitoring parental participation in preschool activities
- Personal discussions and educator insights

### Success standards:

- Enhanced sense of community between parents and teachers
- Favorable feedback from parents regarding collaboration
- Visible acknowledgment of cultural diversity in the daily activities of the kindergarten
- Engagement of parents in projects



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