

Vision

Every Jewish child receives a personally fulfilling Jewish education that enables them to flourish in the present and future.



Mission

We prepare students for purposeful lives by empowering them with self-efficacy, literacy, and kindness.

Core Values

Growth צמיחה
Connection קשור
Integrity תמימות
Joy שמחה.
Giving חסד

Our Roots

תמים [ta-meem]

adjective **complete or whole**

Our name is sourced from Tomchei Temimim, the first formal Yeshiva system of the Chabad-Lubavitch movement. Founded in 1897 by Rabbi Sholom DovBer Schneerson in the town of Lubavitch, Russia, each student was lovingly called “tamim,” meaning pure, perfect or complete. This endearing tidbit packs a vital message: quality Jewish education begins with the assumption that each child is inherently holy and good.

This concept of “wholeness” became the foundation of our new model of Jewish education.



The Tamim Model



Individualized, Child Centered Focus

Learner-centered education begins with a set of beliefs about each learner: We believe that each learner is unique, has unbounded potential, and an innate desire to learn. Our educators facilitate this by guiding every student to establish and work toward a set of personalized goals. Every day, each child's potential is fostered and nourished.

The Whole Child Approach

Our whole-child approach assures significant amounts of time and attention are dedicated to more than just academics. Our schools prioritize long term social-emotional and spiritual health in order to fulfill our mission of developing kindness, self-efficacy and purpose in each student. This gives our students the skills and confidence they need to succeed in the world—and make a difference in their own unique ways.





Integrated Curriculum

As the world outside of school becomes increasingly complex, it is ever more critical for us to help students to view their learning - and the formation of their identities - in a holistic way. Our schools push beyond the traditional paradigm of separating our “real lives” from our Jewish lives. Our interdisciplinary units are built with fluidity between general and Judaic studies, connecting students to the real-world application of their “whole” knowledge and selves in meaningful ways.

Immersive Hebrew Language

The early acquisition of Hebrew as a second language is powerful. It builds the brain’s capacity, develops aptitude for Jewish learning and is a strong basis for a lifelong connection to the land and culture of Israel and the construct of a powerful Jewish identity. In addition to formal language instruction, we seamlessly incorporate Hebrew into various non-academic parts of the day so that students can practice what they learn in natural contexts.



Future Forward

We prepare our students to gain admittance to the high school of their choice and for lives that are meaningful, productive, and happy well into the future.

Principles of Learning



1 Physical, social, and emotional health affect learning

2 Enduring and transferable understandings take time and practice

3 Experiences that feel relevant and capitalize on individual abilities and strengths lead to more impactful learning

4 Humans learn from and with each other

5 An understanding of the way one learns improves learning

6 Learning is more lasting when one is cognitively engaged in the process

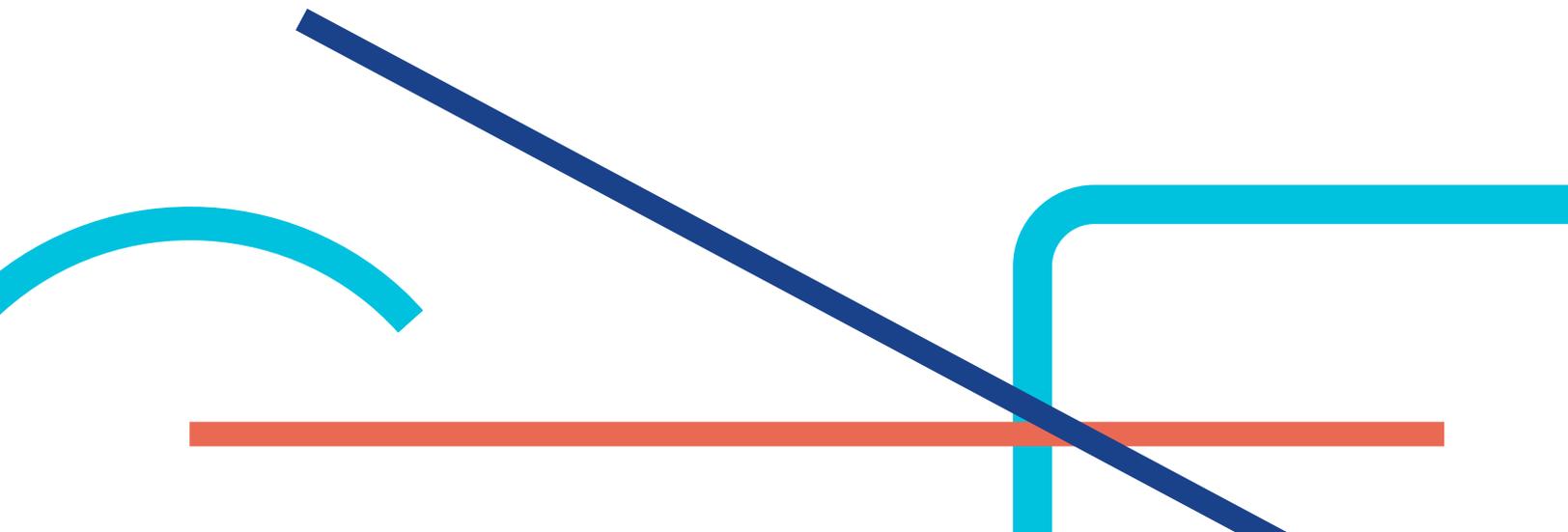
7 Mistakes, confusion, and discomfort are necessary elements of learning

9 Brains like novelty, but too much leads to cognitive overload

8 A sense of autonomy contributes to motivation, which influences learning

10 Learning can happen at any and every moment

11 Details that are connected take less brain capacity than unconnected details



Learner Outcomes

Life Skills



Agency

אמונה: I believe in myself

פנימיות: I can deeply engage in areas that interest me

בחירה: I have tools to manage my emotions and behaviors

רצון: I understand how I learn best and employ strategies that help me grow as a learner

כונה: I work purposefully towards learning objectives

בטחון: I persist through challenges

תפקיד: I strive to fulfill my personal mission



Connection

התקשרות: I have healthy relationships

קהילה: I feel connected to my community

אחריות: Others can rely on me



Citizenship

תמימות: I act with integrity

חסד: I care about the world around me

חב"ד: I can apply my skills and knowledge to solve real problems

דירה בתחומים: I find meaningful ways to contribute to the world

Educational Methodology



Inspired by Chabad, guided by leading educators and enriched by the spirit of community, Tamim Academy prepares students for purposeful lives by empowering them with a positive self-concept, a passion for learning, and eternal values.

LEARNER CENTERED

noun

1. A pedagogical model for education which empowers learners to make informed decisions and be actively engaged in driving their own learning.
2. A means by which educators and learners work together to co-create individual learning pathways, set goals, track progress and reflect on learner growth.

adjective

3. Describes learning environments which foster learner agency, measure what matters, personalize learning pathways, and create authentic learning opportunities.

Via Altitude Learning

Features of a learner centered school:

- Students are "engaged, challenged, and joyful"
- Skills are taught explicitly
- Students can identify what they are learning and why they are learning it.
- Throughout the day, learners move between large groups, small groups and independent activities
- Students work at their own pace towards mastery of skills, supported by teacher and peer feedback
- Learners have some autonomy over their learning, including opportunities to explore their own interests
- Indoor and outdoor spaces are carefully designed to support multiple modes of learning
- Learners tackle challenging questions that place knowledge in relevant and meaningful contexts

ENVIRONMENT

We strive to create calm, warm, and aesthetically pleasing spaces where all children feel safe and comfortable. Tamim classrooms are designed to optimize learning for all students; Minimal wall decor and limited color palettes help students maintain focus. Orderly shelves encourage learner independence and executive function skills.

Furniture is arranged to create separate learning areas and a variety of seating options. This propels movement through the day as well as empowering student choice. Displays feature student work, so you should expect to see blank walls at the start of the school year.

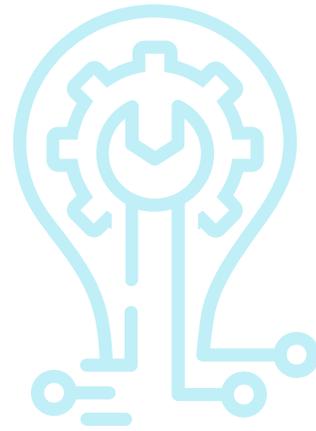
Staff and students are expected to treat themselves, their environment, and each other with respect. In addition to the language that teachers employ to model this expectation, learners receive explicit direction in how to navigate the environment and care for their spaces. Growing a student's sense of ownership helps them feel like a critical member of the community and improved orderliness is the added bonus.

MULTI-AGE CLASSROOMS

Tamim Academy's multi-age classrooms enable learners to receive an appropriate level of challenge and support in their classroom's diverse academic subjects. Occasionally, a Head of School and educators will determine (in partnership with students and families) that a student should work in other classrooms to be better matched with peers in a subject area. These cases are up to the discretion of the Head of School and educators, in partnership with students and families, after exploring options for meeting the learner's needs within their originally assigned classroom.

Curriculum

MILESTONES



Quality curriculum starts with clarity about the milestones that the curriculum is supporting. Tamim curriculum aligns to the taxonomies summarized below:

Math and Literacy

The Ontario Curriculum in both literacy and numeracy are designed to ensure that students progress through school at age appropriate levels, and are developing the critical-thinking, problem-solving, and analytical skills students will need to be successful. To learn more about the Ontario Curriculum, please visit <https://www.dcp.edu.gov.on.ca/en/>.

Science

The Ontario Curriculum, Grades 1–8: Science and Technology, 2022 focuses on fundamental science and technology concepts and on science, technology, engineering, and mathematics (STEM) skills. It supports students in making connections between skills and concepts, and the practical applications of science and technology in their lives, and in learning about life systems, matter and energy, structures and mechanisms, and Earth and space systems. This curriculum is designed to help students prepare for deeper levels of science and technology learning in secondary school and beyond.

Social Studies

Beginning in September 2018, all social studies, history, and geography programs for Grades 1 to 8 are based on the expectations outlined in The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2018. The revisions in the 2018 curriculum support Ontario's commitment to respond to the Truth and Reconciliation Commission's Calls to Action.

Ivrit

To demonstrate how progress in Hebrew measures up against expected progress in any second language, we use ACTFL's World Languages Standards.

TAMIM ACADEMY OF YORK REGION

Kriah

Dr. Scott Goldberg of MaDYK developed a set of standards for Tamim schools. This list corresponds to the Kriah scope and sequence and curriculum that he and his team developed. These standards are listed as a subcategory under Tamim Standards.

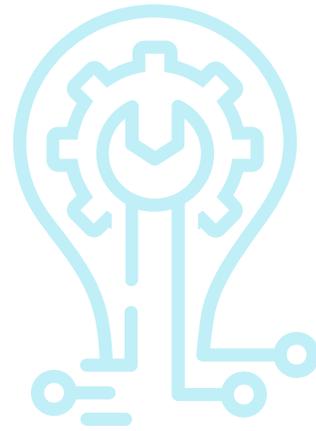
Yahadut

A team of consultants developed the Tamim Standards, which include goals for Parasha, Chagim, Tefila, Yediot Klalot, Mitzvot, Shabbat, רוחניות, and chavruta learning. The Yahadut standards can be viewed [here](#).

Life Skills

Tamim's Life Skills Milestones are a compilation of habits and mindsets from a few sources. Character Lab, established by Angela Duckworth, is a leader in the field of character education and provides an intentional framework of habits - called character strengths - with precise language for feedback and assessment and tools to develop character strengths in the classroom. We aligned these habits with Executive Functioning skills, goals from Responsive Classroom, and most significantly, Jewish and Chassidic values.

All of the standard sets listed above can be viewed on the [Altitude platform](#).



CORE SKILLS, K-1

Core Skill subjects for K-1 are English literacy, math, and Hebrew literacy. Each of these subjects are taught through a sequential program to ensure eventual mastery. Teachers receive training over the summer and ongoing coaching over the school year, which includes expert review of data. Following an extensive field analysis, we chose the following programs:

Read Write Inc

Originating in England, Read Write Inc is a two year program designed to help all children become fluent readers and writers. Students are grouped based on assessment data and move through the program at the pace that they need.

Developing Roots/Think Math

Singapore has long been recognized for superior math rankings and the techniques employed in schools in Singapore began to be adopted by other countries. The emphasis on children understanding mathematical processes and developing flexible number sense became the basis of the U.S.'s Common Core Standards for math. There are a few Singapore Math programs employed nationally; we have chosen a relatively new one called Think Math, which begins in 1st grade. One of the authors of Think Math created a kindergarten program called Developing Roots which is a combination of the essentials needed for success in 1st grade as well as Montessori practices.

MaDYK

MaDYK is Hebrew reading program developed by Dr. Scott Goldberg, a tenured professor at Yeshiva University. Recognizing the dearth of programs based on the science of reading, Scott developed a series of assessments and then a full phonological awareness program. (Phonological awareness is the recognition of the different units of sound in a language, a critical but typically neglected part of reading instruction.) Tamim Academy will be supporting the MaDYK team to continue extending the program through the stages of beginning reading.

2+ CORE SKILLS

English Language Arts

Once students complete Read Write Inc, they move into a series of programs that were chosen for each subcategory (writing, grammar, vocabulary, spelling, phonics, comprehension). Details can be found on Altitude.

Think! Mathematics

This is a fairly new Singapore Math program that spans 1st through 8th. There are two textbooks and workbooks for each grade level.

Chumash

Once students can read fluently, they move into Chumash. Ideally, students complete the first perek of Bereishit at the end of 1st grade and continue through Bereishit and Noach in 2nd. From there, they complete 2-3 parshiot per year.

Note: Non-fluent readers continue with MaDYK

INTERDISCIPLINARY STUDIES, K-8

The typically content focused subjects of Science, Social Studies, Yahadut, and the Arts are designed around a yearly theme, with broad subtopics that enable teachers to narrow in on areas of greatest interest to students. These explorations aim for depth of understanding and not breadth of information. Encouraging curiosity, collaboration, creativity, critical thinking and problem solving are the ultimate goals for these explorations, as is sustaining a sense of wonder.

The parts of Judaic studies that are time dependent are explored through the arts. We view the arts as expressions of the soul, and therefore a perfect integration.