



GOLDEN ACADEMY

Jewish School of Leadership



Golden Academy strives to

CULTIVATE TOMORROW'S LEADERS

by instilling in its young
students a strong sense
of identity, spirituality,
and confidence to
take risks and meet
challenges.

Joy Harari

Co-founder and CEO

Joy is an AADP Certified Holistic Health Coach and Certified EFT Coach, as well as the Founder and CEO of Shore Magic. She is a mother of five and grandmother of a growing bunch. As Joy's children advanced through school, she would often wonder whether traditional educational systems were ideal for all students and began dreaming of one day opening her own school geared toward a different style of learning.

Golden Academy is the realization of that dream. Joy's passions throughout her life have ranged far and wide from art, dance, and acting, to dentistry, cooking, and health. All this varied experience has prepared her to lead this exciting new venture.



Yvonne Ostrov *M.S. Ed*

Co-founder and Head of School

Yvonne has worked in the field of education since 2006 in community schools, including Barkai and Magen David Yeshivah. She has three young children. Yvonne holds a Bachelor's Degree in Interdisciplinary Educational Studies from Western Governors University and a Master's Degree in Leadership in Math Education from Bank Street College of Education. Her passion for education first shone through as a classroom teacher, then as a math teacher and leader. As she continued to work in schools, Yvonne saw the immense potential for improvement to educational systems and realized much more could be done to prepare students for future success.

After moving to New Jersey and searching for more progressive schools at which to potentially teach, she realized how vital a school that marries both a strong Judaic curriculum with a holistic General Studies education could be to the community. Yvonne's solid educational background and extensive experience combined with her passion and love for teaching children has been a driving force in the creation of Golden Academy.



Rabbi Moses Haber *M.S.*

Rabbinic and Spiritual Advisor

Rabbi Moses Haber is a graduate of Magen David Yeshivah, Yeshivah of Flatbush, Yeshivah University, the Yeshivah University Azrieli School of Education, and the Sephardic Rabbinical College.

For the past 23 years, Rabbi Haber has been an Associate Rabbi at Kol Israel Synagogue and Bnei Yitzhak Synagogue. From 2004 through 2016, he taught courses in Torah, Halakha, and Talmud at the Yeshivah of Flatbush High School. While there, he also developed a two-year Jewish Philosophy curriculum to prepare students for university.

As a lecturer at the Allegra Franco Women's College, Rabbi Haber created curriculums for and taught classes to community women training to become teachers. As Rav Yeshivah of Barkai Yeshivah from 2016 to 2021, he oversaw the Qodesh curriculum and led the spiritual and religious direction of the school.

He has also been director of the Sephardic Community Alliance (SCA) women's summer learning initiative for the last eight years. He currently serves as Associate Rabbi at Shaare Shalom Congregation and leads

the growing adult Shabbat first minyan.

Rabbi Haber is the founder and director of The Mekor Hayim Center, a spiritual support center for those in recovery from addictions and other mental health challenges. Mekor Hayim is unique in that it integrates Jewish wisdom of the Torah and Hakhamim alongside an understanding of mental health research to support those in need.

OUR STORY

Joy and Yvonne, mother and daughter, were both born and raised in Brooklyn, New York and have wide-ranging experiences with Sephardic community yeshivot - Joy as a parent and Yvonne as a student and educator.

For the past five years, the duo have been identifying and researching areas within modern Jewish education that could be improved upon and began to envision creating their dream school. They pushed themselves to think outside the current structures and mindsets of what is typical in conventional yeshivot and considered what a Jewish education could look like when building a school from the ground up.

In 2020, both Joy and Yvonne and their families moved to the Deal, NJ area. With two young children, Yvonne began to search for a school that would best fit their needs. With much respect to existing institutions and the incredible services they provide, Yvonne quickly realized it was the right time for her and Joy to finally implement all their hard work - their passion project - and launch their dream school. They researched and visited many institutions with similar values and conferred with top educators around the world. Guided by their strong faith in G-d and their unique vision, Joy and Yvonne followed their calling to create Golden Academy - a new model for Jewish education, incorporating some of the best practices of progressive educational ideologies merged with traditional Sephardic Torah values.



In developing their vision for Golden Academy, Joy and Yvonne considered the most important characteristics and life skills children should possess upon graduating and stepping out into the world. From there, they worked backwards and carefully evaluated how to develop those traits starting from preschool and building upon them all the way through high school.

As Golden Academy grows and develops, these guiding principles will always be at the forefront of education, ensuring an environment that supports and develops these valuable characteristics and life skills in every area.

COMMUNICATION SKILLS



**LOVE OF
TORAH AND
MISVOT**

**DESIRE TO
GIVE BACK
TO THE COMMUNITY**



**UNDERSTANDING OF
SELF AND OTHERS**

**STRONG
WORK ETHIC**



**RESILIENT
CREATIVE**

COLLABORATIVE



**LIFE
LONG
LEARNER**

**INDEPENDENT
REFLECTIVE**

HONEST



**COURAGEOUS
RISK-TAKERS**



SELF-CONFIDENT HEALTHY HABITS



RESPECTFUL

COMPASSIONATE



**HAPPY
MONEY
MANAGEMENT
SKILLS**



**SENSE OF HUMOR BELIEF IN
CRITICAL PERSONAL
THINKING SKILLS CAPABILITY**



**FLEXIBLE
SELF-MOTIVATED**

BUILDS MEANINGFUL RELATIONSHIPS TIME

**BELIEF IN AND DESIRE TO
AN IMPACT ON THE WORLD MAKE**

**MANAGEMENT
SKILLS**



**LOVE OF AND
CONNECTION
TO G-D**



**PROBLEM
SOLVING
SKILLS**



OUR MISSION
is for children to

DISCOVER THEIR STRENGTHS & PURSUE THEIR INTERESTS

through an academically challenging curriculum. We want children to develop social, emotional, and spiritual intelligence so they are happy, confident people who will become leaders who understand their unique purpose in this world.

OUR VISION

Jewish Spiritual

Development: Through an integrated Jewish education, students develop a **love of and connection to G-d, Torah, and Mitzvot**. Students learn tools to become independent and lifelong Torah learners. Students develop a strong command of the **Hebrew language**, taught in the **Sephardic tradition**. All subjects are approached through the lens of the Torah.

Integrated Project-Based

Curriculum: Children learn core academics through **integrated projects** that ensure they come away with a **strong foundation** in math, reading, writing, science, and social studies.

Social and Emotional

Development: Children are supported in developing **emotional stability and positive relationships** by

learning how to cope with big emotions and deal with social conflict.

Critical Thinking Through Child-Centered Learning:

Every child has a natural curiosity that is supported through a **flexible curriculum** that fosters independence and leadership. Children are continually **challenged to question and discover answers** on their own in everything they do.

The Arts: Children explore a variety of arts including music, fine arts, drama, and dance, **with opportunities to deepen their skills**.

Practical Life Skills:

Children **learn skills** such as financial literacy, cooking, **cleaning, gardening**, organization, time management, personal hygiene, **sewing**, handiwork,

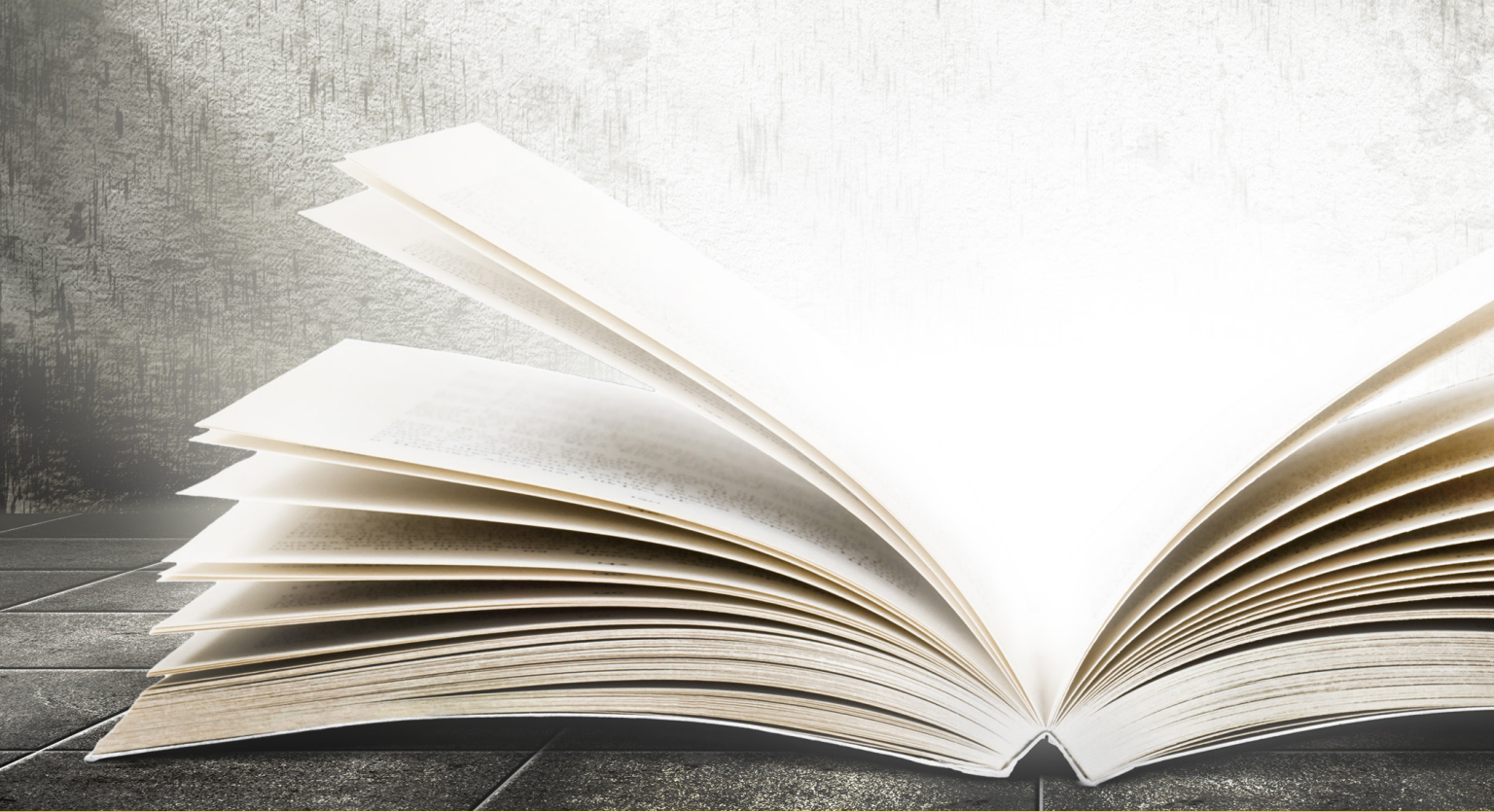
and public speaking.

Reflection: Children are given time and guidance to **reflect on their learning**, decisions, and relationships, as well as their individual strengths and challenges. Reflecting on experiences gives children the opportunity to **learn about themselves and others**.

Healthy Living: Children experience **healthy living** through nutrition and food, **movement**, breathing, stress management, and **interacting with nature and animals**.

Alliance of School and Home Values:

Children, parents, and staff **work together** to support the **holistic development** of each child and build a strong community.



OUR VISION IN ACTION

Positive Discipline

At Golden Academy, we approach "discipline" differently using the Positive Discipline program. This program gives students a myriad of tools to deal with emotions and social conflict so they have opportunities to resolve problems on their own. A key component of the program is **daily class meetings** during which students share compliments of their classmates' behavior and **brainstorm solutions** to problems that arise during the day.

Project Approach to Learning

The keystone of our curriculum is a project-approach to learning, which allows us to integrate all subjects concurrently. **Projects stem from student interest** and are facilitated by teachers. Students generate questions on the topic, take field trips and meet experts, and construct their understanding through hands-on research, documentation, and synthesis of ideas. Their teacher **incorporates all subject areas** into the project including literacy, math, fine and gross motor skills, science, and art.

No Tests, No Grades

Our testing and grading policies stem from our commitment to helping our students develop a **lifelong love of learning**. These policies allow children to **develop intrinsic motivation** to ask questions and discover ideas, and to take risks in learning new things. Our students' natural curiosity is left intact when they learn for the sake of learning rather than for grades.



We do not learn from experience,

**WE LEARN
FROM
REFLECTING**

on experience.

- John Dewey

Integrated Judaic Curriculum

Judaic and secular studies are integrated throughout the school day to highlight how **Hashem and the Torah are a part of everything we do.** Included in the curriculum are tefillah, holidays, parasha, and pizmonim. Throughout the day we **practice and emphasize misvot.** As children show readiness in Hebrew reading, they begin studying Humash, learning to read the **text with te'amim.**

Mixed-age Classes

Our classes **combine several ages** to reflect the real world. There are many proven benefits to this model. Younger children are exposed to more advanced content, and older children have the **opportunity to be leaders** and teachers to the younger students. All students are able to move at their own unique pace without the feeling of competition.

Leadership

At the forefront of our goals is the development of **leadership skills**. From early childhood on, we provide opportunities for students to speak publicly at their level. Students are encouraged to support and **mentor younger classmates**. We want students to feel they have a lot to contribute to the world

Teacher as Facilitator

Our teachers **talk less and observe more**. They ask questions and prompt thinking. They leave space for students to **solve their own problems**. Students talk more, think more, and own their learning as a result.

Physical Development

We highly value children's physical development and offer, at minimum, **an hour of outdoor time each day**. During this time, activities may include building and climbing using our outdoor blocks, gardening, working with animals, or just running around.

Social Development

Collaboration and communication are two skills that are highly valued in today's workforce. Our students are supported in working well with others

and **communicating their needs**. We also help them develop tools to **communicate effectively** to resolve social conflicts.

Emotional Development

Helping students understand their emotions and develop tools to calm themselves is a vital part of our curriculum. When students feel **emotionally secure**, they are open to learning.

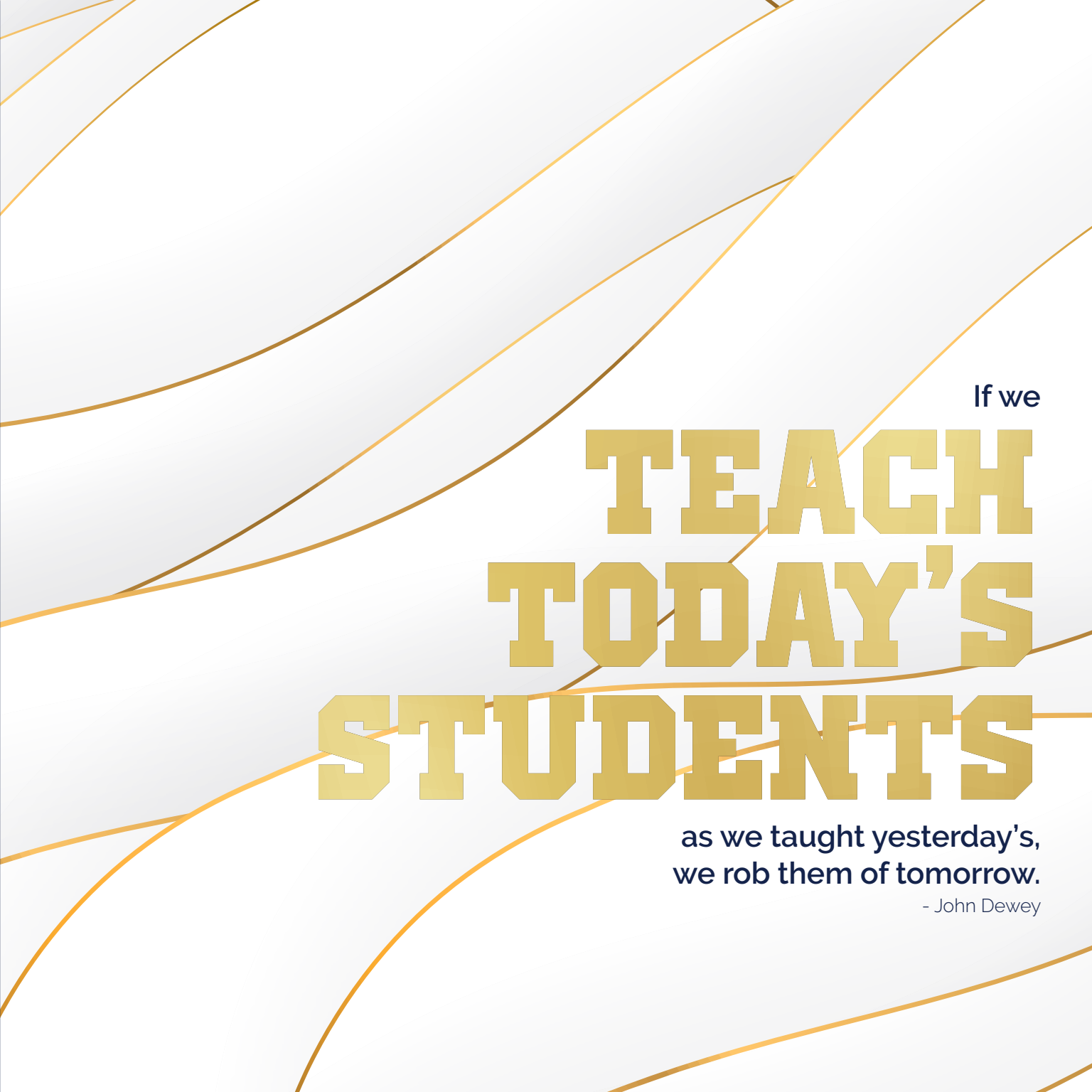
No Homework

Kids need time to unwind, play, and connect with family after a long day at school. The **break from schoolwork** gives children time to process and synthesize what they learned and experienced that day. It gives them space to make connections between ideas.



**“IN OUTSTANDING CLASSROOMS, TEACHERS
DO MORE LISTENING THAN TALKING, AND
STUDENTS DO MORE
TALKING THAN LISTENING.**

**TERRIFIC TEACHERS OFTEN HAVE TEETHMARKS
ON THEIR TONGUES.” -ALFIE KOHN**



If we

TEACH TODAY'S STUDENTS

as we taught yesterday's,
we rob them of tomorrow.

- John Dewey



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info@GoldenAcademySchool.com
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