Our Mission: To develop inquiring, knowledgeable and caring learners who contribute positively to their communities.
Dear Parents of Early Childhood Students,

Welcome to the Early Childhood Program at SCIS-Pudong. We trust that you will find this guide informative and helpful. It is intended to give you an overview of our Early Childhood Program and some ways in which you can support your child as they prepare for and settle into their daily routine at school.

Please know that your child’s teacher will be communicating with you on a regular basis throughout the year. We will also be inviting you to visit the school to celebrate your child’s learning and progress at regular intervals. Your participation in key events during the year is highly valued and important for your child’s success.

It is our hope that we can build a strong partnership this year through keeping all channels between the home and school as open as possible.

Please do not hesitate to contact your child’s teacher if you have any questions, need for clarification or further information.

We look forward to working closely with you this year.

Yours sincerely,

Ms. Hunt (N/PS)    Ms. Meghan (N/PS)    Ms. Emily (PK)    Ms. Aleksa (PK)

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Table of Contents

I. Message from The Nursery / Preschool / Pre-Kindergarten Team
II. Who’s Who in ECE
III. ECE Procedures
   • Setting In
   • How Can I Help with Setting In
   • Clothing
   • How Our Day is Organized
IV. International Baccalaureate Primary Years Programme (IBPYP)
V. The Units of Inquiry in Nursery through Prekindergarten
VI. Teaching and Learning in the ECE

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Part II  Who’s Who in ECE

<table>
<thead>
<tr>
<th>Grade Level / Subject Area</th>
<th>Name</th>
<th>Class</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Nursery / Preschool</td>
<td>Meghan Hinds</td>
<td>N/PS</td>
<td><a href="mailto:mhinds@scis-china.org">mhinds@scis-china.org</a></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandarin Assistant</td>
<td>May Xue</td>
<td></td>
<td><a href="mailto:mxue@scis-china.org">mxue@scis-china.org</a></td>
</tr>
<tr>
<td>Mandarin Assistant</td>
<td>Shirley Xu</td>
<td></td>
<td><a href="mailto:sxu@scis-china.org">sxu@scis-china.org</a></td>
</tr>
<tr>
<td>Nursery / Preschool</td>
<td>Virginia Hunt</td>
<td>N/PS</td>
<td><a href="mailto:vhunt@scis-china.org">vhunt@scis-china.org</a></td>
</tr>
<tr>
<td>Classroom Teacher</td>
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<td></td>
</tr>
<tr>
<td>Mandarin Assistant</td>
<td>Winter Wu</td>
<td></td>
<td><a href="mailto:wwu@scis-china.org">wwu@scis-china.org</a></td>
</tr>
<tr>
<td>Mandarin Assistant</td>
<td>Cherry Zhao</td>
<td>PKP</td>
<td><a href="mailto:czhao@scis-china.org">czhao@scis-china.org</a></td>
</tr>
<tr>
<td>Prekindergarten</td>
<td>Emily Putnam</td>
<td>PKP</td>
<td><a href="mailto:eputnam@scis-china.org">eputnam@scis-china.org</a></td>
</tr>
<tr>
<td>Classroom Teacher</td>
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<td></td>
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</tr>
<tr>
<td>Mandarin Assistant</td>
<td>Annie Gu</td>
<td></td>
<td><a href="mailto:agu@scis-china.org">agu@scis-china.org</a></td>
</tr>
<tr>
<td>Mandarin Assistant</td>
<td>Annie Li</td>
<td></td>
<td><a href="mailto:ali@scis-china.org">ali@scis-china.org</a></td>
</tr>
<tr>
<td>Prekindergarten</td>
<td>Aleksa Moss</td>
<td>PKM</td>
<td><a href="mailto:amoss@scis-china.org">amoss@scis-china.org</a></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td></td>
<td></td>
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<tr>
<td>Mandarin Assistant</td>
<td>Tina Xu</td>
<td></td>
<td><a href="mailto:txu@scis-china.org">txu@scis-china.org</a></td>
</tr>
<tr>
<td>Learning Support</td>
<td>Aloura Person</td>
<td></td>
<td><a href="mailto:apearson@scis-china.org">apearson@scis-china.org</a></td>
</tr>
<tr>
<td>Learning Support Assistant</td>
<td>RiAnn Caban</td>
<td></td>
<td><a href="mailto:rcaban@scis-china.org">rcaban@scis-china.org</a></td>
</tr>
<tr>
<td>Learning Support Assistant</td>
<td>Gretel Mondragon</td>
<td></td>
<td><a href="mailto:gmondragon@scis-china.org">gmondragon@scis-china.org</a></td>
</tr>
<tr>
<td>Librarian</td>
<td>Emily Williams</td>
<td></td>
<td><a href="mailto:ewilliams@scis-china.org">ewilliams@scis-china.org</a></td>
</tr>
<tr>
<td>Library Assistant</td>
<td>Ada Sun</td>
<td></td>
<td><a href="mailto:asun@scis-china.org">asun@scis-china.org</a></td>
</tr>
<tr>
<td>Lower School Counselor</td>
<td>Laurie Luebbe</td>
<td></td>
<td><a href="mailto:lluebbe@scis-china.org">lluebbe@scis-china.org</a></td>
</tr>
<tr>
<td>Speech and Language</td>
<td>Kate Dobson</td>
<td></td>
<td><a href="mailto:kdobson@scis-china.org">kdobson@scis-china.org</a></td>
</tr>
<tr>
<td>Pathologist</td>
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Part IV

International Baccalaureate Primary Years Programme (PYP)

At SCIS-Pudong we are authorized to teach the International Baccalaureate Primary Years Programme (IBPYP). The IBPYP is an integrated curriculum that is relevant, challenging and engaging for learners from Nursery to Grade 6. It is an inquiry-driven concept-based curriculum framework that actively encourages students to ask questions and seek answers to the world around them.

Inquiry-based learning involves:

• Exploring, wondering and questioning;
• Experimenting and playing with possibilities;
• Making connections between previous learning and current learning;
• Making predictions and acting purposefully to see what happens;  
• Collecting data and reporting findings;
• Clarifying existing ideas and reappraising perceptions of events;
• Deepening understanding through the application of a concept;
• Making and testing theories;
• Researching and seeking information;
• Taking and defending a position; and
• Solving problems in a variety of ways

Much of the curriculum is arranged and taught through large cross-curricular units of study known as units of inquiry. Throughout the Lower School these units are arranged under six themes. These same themes are repeated at every grade level. However, within the ECE students inquire into 4 of the six themes. The themes are:

• Who We Are
• Where We Are in Place and Time
• How We Express Ourselves
• How the World Works
• How We Organize Ourselves
• Sharing the Planet

All of the units of inquiry which the students learn about are together known as the Programme of Inquiry.

Part III

ECE Procedures

Settling In

Starting school is a journey and it can mean many things to different children and their parents. It may be the first time your child has been left with people he or she does not know or encounter languages that are unfamiliar. We wholeheartedly recognize and anticipate that it may be challenging for your child to adapt to their new surroundings, teachers, languages, classrooms, and friends. However, through careful planning, preparation and most of all, time, we aim to ensure this journey is successful for all of our early childhood students and their families by supporting them before, during and after school has begun.

To attain success, we place great value on building strong relationships with each of our early childhood families by providing multiple opportunities for parents and teachers to work together and share information about the child and their specific needs. By working together, we can create a smooth and positive transition to school for you and your child.

How Can I Help with Settling In

• You can help your child settle into school by being positive about the experience and talking with them about what they might do at school;
• Help your child be as independent as possible and provide them with opportunities to manage simple tasks such as opening a snack container, drinking from their water bottle, unzipping their pants or coats and putting on their shoes;
• Create a morning routine that includes saying good-bye in a cheerful way;
• Let your child know they will see you after school;
• At the end of the day, ask your child about some of the fun things they did in school that day and build positivity surrounding the fun learning experiences they will encounter upon their return to school.

Clothing

Children are involved in a variety of activities at school, which are often messy, such as painting and water play. Therefore, we would suggest children bring two extra sets of clothes to school to change into in the event of accidents or spills. Please try to avoid difficult fastenings on clothes and shoes such as buckles, laces or belts. We do encourage the children to be as independent as possible when it comes to dressing and putting shoes on and off. Velcro fastening shoes are very practical for ECE children.

How Our Day is Organized

Each nursery / preschool classroom has one Lead Teacher and two Mandarin Teaching Assistants. The daily classroom schedule is organized in a way that allows for minimal transitions and long periods of time that allow children to inquire, explore and collaborate with others in the classroom. The schedule is predictable, developmentally appropriate and allows for a range of different types of activities including:

• Active and quiet times
• Large-group activities, small group activities and time to play along or with others
• Indoor and outdoor playtimes
• Time for children to select their own activities and for teacher-directed activities such as reading a story or circle time
**Inquirers**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers**
We approach uncertainty with forethought and determination. We work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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**Part V Nursery / Preschool Programme of Inquiry**

**WHO WE ARE?**
An inquiry into:
- the nature of the self;
- beliefs and values;
- personal; physical, mental, social and spiritual health;
- human relationships including families, friends, communities, and cultures;
- rights and responsibilities; what it means to be human.

Central idea:
We are alike and different in many ways.

**HOW WE EXPRESS OURSELVES?**
An inquiry into:
- the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;
- the ways in which we reflect on, extend and enjoy creativity;
- our appreciation of the aesthetic.

Central idea:
We use our imagination to express stories and ideas in different ways.

**HOW WE ORGANIZE OURSELVES?**
An inquiry into:
- the interconnectedness of human-made systems and communities;
- the structure and function of organizations;
- societal decision-making;
- economic activities and their impact on humankind and the environment.

Central idea:
Transportation helps connect people.

**SHARING THE PLANET**
An inquiry into:
- rights and responsibilities in the struggle to share finite resources with other people and with other living things;
- communities and the relationship within and between them;
- access to equal opportunities;
- peace and conflict resolution.

Central idea:
Living things have certain needs in order to grow and stay healthy.
SHARING THE PLANET

An inquiry into:
• the natural world and its laws;
• interaction between the natural world (physical and biological) and human societies;
• how humans use their understanding of scientific principles;
• the impact of scientific and technological advances on society and on the environment.

Central idea:
People use materials to build things for enjoyment or problem solving.

HOW WE EXPRESS OURSELVES?

An inquiry into:
• the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;
• the ways in which we reflect on, extend and enjoy creativity;
• our appreciation of the aesthetic.

Central idea:
Arises in many ways to express ideas and feelings.

HOW THE WORLD WORKS?

An inquiry into:
• the nature of the self;
• beliefs and values;
• personal, physical, mental, social and spiritual health;
• human relationships including families, friends, communities and cultures;
• rights and responsibilities; what it means to be human.

Central idea:
As I grow and change I discover new things about who I am and what I can do.

Teaching and Learning in the ECE

The Early Childhood (Nursery, Preschool and Pre-Kindergarten) Program at SCIS immerses children in an atmosphere of wonder and growth. It focuses on the development of the whole-child by providing opportunities for children to learn and practice newly acquired skills. Our program challenges students just beyond their level of present mastery and provides opportunities for them to take risks and try new things in a nurturing community where they feel safe, happy and valued.

The academic component of the early childhood program is based upon 38 objectives for development and learning that are distributed into four overarching areas: social-emotional development, physical development, cognitive development and language development. The following information provides a greater level of insight into each domain.

Four Areas of Development for Early Childhood

Social/Emotional Development
Social/emotional development during the early years is about socialization – the process by which children learn the values and behaviors accepted by society. It is also about becoming a competent and confident person. Developing social-emotional competence is essential to a child’s well-being and success in school and life.

There are three goals for social/emotional development:
• Achieving a sense of self: knowing oneself and relating to other people – both children and adults.
• Taking responsibility for self and others: following rules and routines, respecting others, and taking initiative.
• Behaving in a prosocial way: showing empathy and getting along in the world, for example, by sharing and taking turns.

Physical Development
Physical development includes children’s gross (large muscle) and fine (small muscle) motor skills. Physical development is sometimes taken for granted in the early childhood classroom because it is often assumed that it happens automatically. This is not true, physical development is just as important to learning as every other area of development. With more advanced physical development, children master increasingly complex tasks and gain personal responsibility for their own physical needs such as dressing themselves. The more children can do the more they are willing to try new and challenging tasks. Research shows that physical education in the early grades supports children’s academic achievement, general healthy self-esteem, stress management and social development.

There are two goals for physical development:
• Achieving gross motor control: moving the large muscles in the body, especially the arms and legs, consciously and deliberately. Gross motor control includes balance and stability movements such as running, jumping, hopping, galloping, and skipping; and physical manipulations such as throwing, kicking, and catching.
• Achieving fine motor control: using and coordinating the small muscles in the hands and wrists with dexterity. As these fine muscles develop, children are able to perform self-help skills and manipulate small objects such as scissors and writing tools. The achievement of fine motor skills generally lags behind gross motor development.
Cognitive Development
Cognitive development refers to the mind and how it works. It involves how children think, how they see their world, and how they use what they learn.

There are three goals for cognitive development:

- Learning and problem solving: being purposeful about acquiring and using information, resources, and materials. As children observe events around them, ask questions, make predictions, and test possible solutions, learning reaches beyond just acquiring facts. Persistence and knowing how to apply knowledge expands their learning even further.

- Thinking logically: gathering and making sense of the information by comparing, contrasting, sorting, classifying, counting, measuring, and recognizing patterns. As children use logical thinking, they organize their world conceptually and gain a better understanding of how it works.

- Representing and thinking symbolically: using objects in a unique way, for instance, a cup to represent a telephone or a broom becomes the principal tool for understanding the world, relating effectively to others, and taking care of themselves and their environment.

Language Development
Language development includes understanding and communicating through words, spoken and written. Children are born with the capacity to communicate with others – both verbally and non-verbally. By the time they reach school age, their ability to communicate thoughts and feelings through spoken language takes on new importance. Language becomes the principal tool for establishing and maintaining relationships with adults and other children.

There are two goals for language development:

- Listening and speaking: using spoken language to communicate with others, enlarging one’s vocabulary, expressing oneself, understanding the oral speech of others, participating in a conversation, and using language to solve problems. As children learn to listen and speak, they gain control of themselves and their world, relate effectively to others, and gather and store more and more information.

- Reading and writing: making sense of written language, understanding the purpose of print and how it works, gaining knowledge of the alphabet, writing letters and words. When children begin to read they gain access to new worlds of information and faraway places, including the world of imagination. Writing things down expands memory, communication and understanding.

The Learning Environment
The early childhood learning environment is a very important aspect of our program, as it is structured and designed in a unique way that meets students’ developmental needs. The learning environment is designed to make all students feel safe and comfortable while fostering a sense of responsibility, confidence, and independence. Our classrooms and other learning spaces are organized to support interest areas that offer multiple opportunities for children to explore, discover, and grow. These include:

- Blocks
- Dramatic play
- Music and movement
- Art
- Cooking
- Sand and water
- Library

Social–Emotional
Objectives for Development and Learning

Social–Emotional
1. Demonstrates positive approaches to learning
   a. Attends and engages
   b. Persists
   c. Solves problems
   d. Shows curiosity and motivation
2. Establishes and sustains positive relationships
   a. Forms relationships with adults
   b. Responds to emotional cues
   c. Interacts with peers
   d. Makes friends
3. Participates cooperatively and constructively in group situations
   a. Balances needs and rights of self and others
   b. Solves social problems

Cognitive
1. Regulates own emotions and behaviors
   a. Manages feelings
   b. Follows limits and expectations
   c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
   a. Forms relationships with adults
   b. Responds to emotional cues
   c. Interacts with peers
   d. Makes friends
3. Participates cooperatively and constructively in group situations
   a. Balances needs and rights of self and others
   b. Solves social problems

Physical
4. Demonstrates travel skills
   a. Moves purposefully from place to place with control
5. Demonstrates balancing skills
   a. Balances during simple movement exercises
6. Demonstrates gross-motor manipulative skills
   a. Manipulates balls or simple objects with flexible body movement
7. Demonstrates fine-motor strength and coordination
   a. Uses fingers and hands
   b. Uses writing and drawing tools

Literacy
15. Demonstrates phonological awareness
   a. Notices and discriminates rhyme
   b. Notices and discriminates alliteration
   c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
   a. Identifies and names letters
   b. Uses letter–sound knowledge
17. Demonstrates knowledge of print and its uses
   a. Uses and appreciates books
   b. Uses print concepts

Social Studies
29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

Science and Technology
24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth’s environment
28. Uses tools and other technology to perform tasks

The Arts
33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

English Language Acquisition
37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English