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... 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,
The ECE Team

Ms. Stacey Poncia, ECE Coordinator and
Nursery Teacher
Ms. Virginia Hunt, Nursery Teacher
Ms. Tami Litzelman, Preschool/Prekindergarten Teacher
Ms. Aleksa Moss, Preschool/Prekindergarten Teacher
Ms. Emily Putnam, Preschool/Prekindergarten Teacher

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Who's Who in ECE

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<td>Talia Wang</td>
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Part II

Who's Who in ECE
Part I

IEC 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 support the unique needs of 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.

Drop-off and Pick-up Times

Drop off time is from 7:40-8:00am. Students in the ECE are able to go directly to their classroom in the morning. Dismissal time is at 3:00pm. Parent will be able to pick their child up in the lobby while students who take the bus, will be able to exit the school grounds and be met at the lobby by their parents. Buses leave at approximately 3:10pm. If there is a change in your child’s mode of transportation, please notify both Mr. Stuart Ren in the office (sren@scis-china.org), as well as your child’s homeroom teacher.

Snacks and Lunch

Eating at school is an important part of our daily program. Morning snack will be available from 8:30-10:40. Your child will be encouraged to drink water at all times and will have the opportunity to choose from a variety of healthy snacks. If your child has allergies and/or special dietary restrictions, please inform the office so that the classroom teachers can make mealtime adjustments.

Clothing and Labels

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.

Please be sure to label all of your child’s belongings with a permanent marker. This includes all school bags, uniforms, sweaters and jackets, lunch bags, and water bottles. This is especially important for the first day of school!

Toileting

Nursery students are not expected to be toilet trained prior to the start of school. Parents and teachers will work together to encourage toilet training skills as part of the program.

Students in grades Preschool to Grade 1 are required to be toilet independent upon entering the start of the school year. Diapers and Pull-ups are not acceptable. In cases where the student is willfully having frequent accidents, or showing signs that they are not fully toilet trained, they will be asked to stay at home for a week until the situation improves.

How Our Day is Organized

Each ECE classroom has one Lead Teacher, one Mandarin Assistant Teacher and one Assistant Teacher. The daily classroom schedule is organized in a way that is 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

Sample Daily Schedule

<table>
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<th>Standard Classroom Schedule</th>
<th>Asian Classroom Schedule</th>
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<tr>
<td>7:45 — 8:00</td>
<td>Student Arrival and Settling In</td>
</tr>
<tr>
<td>8:00 — 9:15</td>
<td>Open Inquiry and Exploration</td>
</tr>
<tr>
<td>9:15 — 9:30</td>
<td>Circle / Story Time</td>
</tr>
<tr>
<td>9:30 — 9:50</td>
<td>Flexible Snack</td>
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<tr>
<td>9:50 — 11:15</td>
<td>Outdoor Exploration</td>
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<tr>
<td>11:20 — 11:40</td>
<td>Mandarin Instruction</td>
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<tr>
<td>11:40 — 12:00</td>
<td>Lunch in Classrooms</td>
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<tr>
<td>12:00 — 12:20</td>
<td>Transition / Quiet Time / Reading</td>
</tr>
<tr>
<td>12:30 — 2:00</td>
<td>Nap Time</td>
</tr>
<tr>
<td>2:00 — 2:50</td>
<td>Flexible Snack / Open Exploration</td>
</tr>
<tr>
<td>2:50 — 3:00</td>
<td>Prepare for Dismissal</td>
</tr>
</tbody>
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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 5. It is an internationally recognized 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 IV
International Baccalaureate Primary Years Programme (PYP)

As IB learners we strive to be:
• Inquirers
• Knowledgeable
• Thinkers
• Communicators
• Principled
• Open-minded
• Caring
• Risk-takers
• Balanced
• Reflective

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.

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.

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

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.

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.

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.

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.

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.

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.

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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Social/Emotional Development during the early years is about socialization—the process by which people use their social, emotional, and communication skills to understand and relate to the world around them. Social/Emotional Development involves understanding of: • how humans use their physical, mental, and emotional resources to meet their needs and wants. • the nature of the self; • beliefs and values; • personal; physical, mental, social and spiritual health; • human relationships and communities, and cultures; including families, friends, and other groups. As I grow and change I discover new things about who I am and what I can do. Physical development is sometimes taken for granted in the early childhood classroom because it is often assumed that it is not true; physical development is just as important to learning as every other area of development. With more advanced children’s gross (large muscle) and fine (small muscle) motor skills. Physical development includes...
### Cognitive Development

**Language Development**

- Children are born with the capacity to learn language. Children use language to communicate thoughts and feelings, to learn and understand the world around them, and to develop relationships with others.
- Language development is crucial for cognitive development, as it helps children to organize and make sense of their experiences, and to communicate their thoughts and feelings to others.

**Literacy Development**

- The learning environment is designed to support literacy development by providing opportunities for children to explore, discover, and grow.
- Literacy skills are developed through reading, writing, and speaking activities.

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**Listening and Speaking**

- There are two goals for language development:
  1. Listening and speaking using language to communicate with others.
  2. Comprehending the oral language.

**Writing**

- There are two goals for language development:
  1. Writing to convey meaning.
  2. Comprehending written language.

**Reading and Writing**

- There are two goals for language development:
  1. Reading to make sense of print and written language.
  2. Writing to convey meaning.