



JIS

early childhood curriculum highlights
2010 - 2011

Orchids abound in Indonesia, including the botanic environs of our JIS campuses. Known as “anggrek” in Bahasa Indonesia, the orchid belongs to the largest flowering plant family, Orchidaceae, with approximately 25,000 to 30,000 known species worldwide. Beautifully diverse, like our young learners, orchid species are estimated to be four times the number of mammal species and more than twice the number of bird species. The vast majority of orchid flowers are found in tropical habitats; however, some orchid species, such as *Cypripedium passerinum*, flower in the habitat of the Arctic Circle.

Cover photo Orchid by: Challiyil Eswaramangalath Vipin

JIS Early Childhood Program

Philosophy

Young children are wonderfully unique individuals. The Early Childhood Program at Jakarta International School provides developmentally appropriate experiences for these young learners in a safe and nurturing environment. The program is based upon The Creative Curriculum® for Preschool, a comprehensive early childhood educational system that has been shown to promote the cognitive, physical, social/emotional and language development of young children.

The program recognizes that all children go through developmental stages as they grow which are fairly predictable. It also recognizes that children can go through these stages at different rates. The Early Childhood Program at the Jakarta International School takes this into account by differentiating instruction to accommodate these different learning rates.

Young children learn best through direct sensory encounters with the world, rather than through abstract and formal academic procedures. The program is supported by qualified, committed adults who guide young children in their acquisition of knowledge and the development of concepts, skills and attitudes.

Vision

- The individuality of each child is nurtured and respected through a program that is flexible and responsive to differences in development, ability and interests.
- A wide variety of active, concrete experiences are the primary vehicles for cognitive, language, physical and social/emotional growth.
- Adults facilitate the development of self-esteem by modeling and expressing respect, acceptance, comfort and encouragement of children.
- Interactions between adults and children are directed toward helping children develop self-discipline and the skills to help them make better decisions, solve problems and to respect the dignity and rights of others.
- Children are led to increasing independence by being encouraged to take responsibility for themselves, and for their behavior toward others, and for doing their best.
- A climate of trust and partnership is established between teachers and parents. Their mutual support and on-going communication help to ensure a successful experience for children.

The Creative Curriculum for Preschool

Content adapted and quoted from the resource, *Teaching Strategies*

Four Developmental Areas at a Glance



1. 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 pro-social way

Showing empathy and getting along in the world, for example, by sharing and taking turns.

2. Physical Development

Achieving gross motor control

“Gross motor control includes balance and stability; movements such as running, jumping, hopping, galloping, and skipping; and physical manipulation such as throwing, kicking, and catching.”

Achieving fine motor control

“As fine muscles develop, children are able to perform self-help skills and manipulate small objects such as scissors and writing tools.”



3. Cognitive Development

Learning and problem solving

“As children observe events around them, ask questions, make predictions, and test possible solutions, learning reaches beyond just acquiring facts.”

Thinking logically

“As children use logical thinking, they organize their world conceptually and gain better understanding of how it works.”

Representation and thinking symbolically

Using objects in a unique way, for instance, a cup to represent a telephone, or a broom to represent a horse.

“Representations and symbols free children from the world of literal meanings and allow them to use materials and their imagination to explore abstract ideas.”

4. Language Development

Listening and Speaking

“As children learn to listen and speak, they gain control of them selves and their world, relate effectively to others, and gather and store more and more information.”

Reading and Writing

“When children begin to read, they gain access to information and far away places, including the world of imagination. Writing things down expands memory, communication, and understanding.”



Learning Environment

The learning environment makes all children feel safe, comfortable and that they belong. As a result, they are helped to become independent and confident young learners. The classroom and other learning spaces are organized to support interest areas that offer multiple opportunities for children to explore, discover, and grow.

Blocks

"When children construct, create, and represent their experiences with blocks, they grow in each area of development."

Dramatic Play

"When children engage in dramatic play they deepen their understanding of the world and develop skills that will serve them throughout their lives."

Cooking

"When children participate in cooking activities, they learn how food is prepared and how it contributes to their health and well-being. They also form eating patterns that can last a lifetime."

Music and Movement

"Music naturally delights and interests children...provides an outlet for children's high spirits and creative energy."

Outdoor play

"Outdoor play is essential for children's health and well-being. The time spent outdoors every day is just as important to their learning as the time they spend in the classroom."

Toys and Games

"The Toys and Games Area includes manipulatives, puzzles, collectibles, matching games, and other games that children play at a table, on the floor, or on top of a divider shelf."

Sand and Water

"While sand and water play can delight the senses, it also can challenge children's minds and promote all areas of development."



Library

"As they hear stories read aloud every day, look through books on their own, listen to story CDs, retell familiar stories, and make up their own stories, they also have many opportunities to grow..."

Discovery Area

"Young children wonder about the world around them. The Discovery Area is a place to spark curiosity and wonder using new and interesting materials."

Art

"The Art Area is a place filled with materials that children can enjoy on a purely sensory level. Creative art is another language children use to express what they know and what they feel."





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