



Two's Programme Early Years

Welcome to our World

Our approach to learning in the Early Years at the British International School of Houston embraces the immense natural curiosity of children, their limitless imagination and power for learning.



BRITISH INTERNATIONAL SCHOOL
OF HOUSTON
A NORD ANGLIA EDUCATION SCHOOL

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Here, in our purpose built and constantly evolving early learning spaces, we provide the highest quality care and most effective education for children from 2 to 5+ years.

Our approach to the education of young children recognises the potential and ability to communicate their understandings, inner thoughts and feelings using many different ‘languages’ as ways of expression. These may include words, movement, painting, drawing, sculpture, shadow play, music, dramatic play, reaching beyond the dominant conceptions of language and empowering children, at the different stages of their development, to demonstrate, share and extend their learning, supported by the skillful interactions of adults.

We hold the image of the child as possessing innate curiosity to wonder and to ask questions, a child who searches for meaning and the interconnectedness of their surroundings and experiences. Through the scaffolding of the English Early Years Foundation Stage Framework and inspired by the Reggio Emilia Approach, we endeavor to foster children’s learning through the development of all of their ‘languages’ and by creating an environment to support this way of thinking, learning and developing at a pace appropriate for each child.

We consider the children’s languages, thoughts, actions and interactions to be vantage points from which to view, emphasise and sharpen the focus on the ever-recyclable human resources of listening, curiosity and imagination, to heighten and accelerate literacy and language development for all participants in our learning community.

The Two-Year-Old's Programme

Our specifically designed programme is based on the thoughtfully planned learning environment, where children’s learning is led by specialist trained and highly qualified staff and group sizes maintained within our excellent adult to child ratios.

The ethos is homely and nurturing and the environment, supporting children to be confident learners. It enables children to access a wide range of natural and man-made resources as they inquire freely, both indoors and outdoors and pursue their passions and interests, under the guidance of perceptive adults. We encourage the children to move around independently in the space, making their own choices and decisions about their play and learning experiences. Adults capture the significant moments of learning, using the information



to guide the next steps in each child's unique learning journey.

The areas created in the our two-year-old's rooms include:

- Sleep / rest / quiet areas
- Heuristic play base
- Home play area
- Sound making area
- Imaginative play space
- Mark-making and creative expression area
- Books and language exploration area
- Physical development area



We deliberately limit the amount of plastic and brightly coloured manufactured resources, preferring to offer alternative resources created from wood and other natural materials that more effectively stimulate children's sensory responses. Across the provision, additional opportunities are planned for by adults, to connect with individual children's interests, support their current schemas and developmental needs. Staff ensure that, over time, children's learning and well-being develops in all areas of experience and this is monitored consistently through analysis of the evidence maintained in children's individual records.

Partnership with Parents

Each child is allocated a key person (known adult) who provides comfort, support and individual personal care and who will liaise with parents daily on the child's experiences and progress. As parents, we encourage you to maintain dialogue with us as our partners in your child's learning and daily experiences as they develop and learn. We welcome you into our space, joining us in the commitment that we make to your child.

"... we recognise the right of children to realise and expand their potential, placing great value on their ability to socialise, receiving their affection and trust, and satisfying their needs and desires to learn. And this is so much truer when children are reassured by an effective alliance between the adults in their lives, adults who are always ready to help, who place higher value on the search for constructive strategies of thought and action than on the direct transmission of knowledge and skills. These constructive strategies contribute to the formation of creative intelligence, free thought and individuality that is sensitive and aware, through an ongoing process of differentiation and integration with other people and other experiences."

(Loris Malaguzzi; p.214, *The Hundred Languages of Children*, 1996)

Our Guiding Principles

We consider each child to be a unique learner...

- Children are competent learners with an innate curiosity about the world
- Child initiated inquiry, wondering and questioning is nurtured
- Children are empowered to make supported and independent decisions about their learning engagements, tools, materials and partners
- Children are enabled to understand their experiences with others and the world through exploration and play with a variety of materials
- Children are supported through exposure to multiple educators in order to best meet their developmental needs within the context of the Early Years environment.

We create enabling environments

- Children are offered opportunities to communicate their ideas through visual arts, creativity, movement, performance and uninterrupted play-based learning
- Children construct their own meaning through encounters with their environment and the people in it
- Our role as educators is to provide a safe and nurturing environment, to promote an atmosphere of joyful and passionate learning and to scaffold and guide individual learning
- The outdoors is embraced as an integral part of the learning environment
- Children are empowered to understand their experiences with others and the world through exploration and play with a variety of materials.

We create the context for world class learning by...

- Nurturing reflective learners are able to inquire, create and innovate
- Developmentally appropriate learning opportunities are emphasised and challenge offered
- Emphasising oral language as the foundation of literacy development
- Planning for and providing developmentally appropriate learning opportunities for all children.
- Allowing children the opportunity to learn in multi-age environments where appropriate
- Continually assessing children's learning progress against the Early Years Learning Outcomes to inform 'next steps'.

We build positive relationships with parents and carers

- We respect that parents are children's first and most enduring educators
- Building relationships between children, parents and educators is essential to our learning community
- We are sensitive and responsive to the children's needs, feelings, passions and interests and supportive of the child's own efforts and independence
- We encourage parents to share in children's learning as often as possible and believe that the strength of the bond between children, their parents and teachers is the key to successful learning.