

A child is looking down at a table where colorful light projections are cast. The child is wearing a dark t-shirt with the word 'HOUSTON' visible. The light projections are in shades of purple, blue, green, and red, creating a vibrant, abstract pattern on the table surface. In the top right corner, there is a teal square containing the text 'Two's Programme Early Years' in white.

# 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 and dramatic play. This reaches 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



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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 believe:**

- Each child is unique.
- There is goodness and compassion in every child.
- Children are curious, creative, natural inquirers and motivated by their own interests.
- Children learn through exploration and play.
- Children learn through their mistakes and mistakes can be celebrated.
- That teachers and children guide and facilitate the learning and co-construct their knowledge as a group.
- Relationships are fundamental.
- School gives each child the opportunity to develop their learning in the way that suits them best, providing them with learning experiences to value the whole child.



### **Therefore, at BISH, the Early Years programme:**

- Recognises that children come with personal histories and strengths which provide a foundation for working with them.
- Provides a safe environment that supports the needs and learning styles of each child as an individual.
- Provides open-ended, self-directed provocations to nurture child initiated inquiry and wondering.
- Encourages children to re-visit experiences and use trial and error methods.
- Empowers children to push through their comfort levels and be resilient.
- Welcomes children's approximations and supports children and adults to view challenge, struggle and mistakes as positive creative opportunities for learning and growth.
- Provides opportunities for children to interact with challenging questions and inquiries of real importance to themselves and the world.
- Encourages children to listen to each other and show respect for others ideas and prior knowledge
- Provides time for play and to deeply explore.
- Offers children opportunities to communicate their ideas through multiple means of expression such as, performing arts, visual arts, creativity, movement.
- Fosters a sense of belonging through caring, nurturing, joyful and collaborative environments.
- Encourages relationships through connections between children, families and educators.
- Has teachers who are researchers, continuously reflecting on what they observe, to determine the direction of the work with the children may go, to develop understandings of how children come to understand their world and sharing the children's thinking through documentation.