

Learning as a Preschooler

What to Expect This School Year



2021 Issue



QUALITY SCHOOLS
INTERNATIONAL



QSI ESTABLISHED SCHOOLS IN...

1971

Yemen, *SANAA*

1991

Albania, *TIRANA*

1992

Ukraine, *KYIV*

1993

Belarus, *MINSK*
Kazakhstan, *ALMATY*

1994

Azerbaijan, *BAKU*
Kyrgyzstan, *BISHKEK*
Slovakia, *BRATISLAVA*
Turkmenistan, *ASHGABAT*

1995

Armenia, *YEREVAN*
Georgia, *TBILISI*

1996

North Macedonia, *SKOPJE*
Moldova, *CHISINAU*

1997

Bosnia & Herzegovina,
SARAJEVO

1999

China, *ZHUHAI*

2000

Thailand, *PHUKET*

2001

China, *SHENZHEN*

2002

China, *CHENGDU*

2004

China, *DONGGUAN*
Tajikistan, *DUSHANBE*
Venezuela, *EL TIGRE*

2005

Timor-Leste, *DILI*
Italy, *BRINDISI*
Kazakhstan, *NUR-SULTAN*
Vietnam, *HAIPHONG*

2006

Montenegro, *PODGORICA*

2007

Kazakhstan, *ATYRAU*
Malta, *MOSTA*

2011

Belize, *BELMOPAN*

2012

Benin, *COTONOU*
China, *SHENYANG*
Hungary, *PÁPA*

2015

Germany, *MÜNSTER*
Kosovo, *PRISTINA*

2016

Djibouti, *DJIBOUTI*

2018

Suriname, *PARAMARIBO*

WELCOME TO QUALITY SCHOOLS INTERNATIONAL!

Welcome to Quality Schools International! This school is part of QSI, a group of schools that offers high-quality education throughout Asia, Europe, Africa, and the Americas. With more than thirty years in international education, we offer the same educational model, curriculum, and materials throughout our schools.

This booklet provides information about what a Preschool student (2-3-4-year-old) will be learning in school. Our classrooms are designed to include developmentally age-appropriate practices. Students engage in thematic units that involve exploratory hands-on and minds-on learning to our students. Our teachers empower students to learn about things they wonder about in the world around them.

Here we will present the four unique components of being a student in a QSI school.

- Building Character and a Culture of Success
-Success Orientations
- Approaches to Learning
-Fostering Imagination
- Methods to Measure Success
-Preschool Evaluation
- What a Preschooler Will Learn
-Theme-based

For more information or if you would like to talk in more detail about QSI's philosophy and approach to learning, make sure to ask the school's administrator or the teacher any questions you may have.



SUCCESS ORIENTATIONS

Building Character and a Culture of Success

Social interaction is a large part of how students learn in the preschool program. Navigating through the process of a student entering a school setting for the first time means spending time learning how to share, cooperate, and resolve issues positively with their peers. We understand how important it is for students to develop the many good habits and skills that lead to success in the elementary program. Our end goal in QSI is to develop students to grow in leadership, confidence, creativity, and the capacity to collaborate with others. These types of skills for future learning start in the preschool program. In our schools, we teach and help students be trustworthy, responsible, concerned for others, kind and polite, successful group members, appreciate the spaces around them, and be independent. We call these the **SUCCESS ORIENTATIONS**.

Trustworthiness...

...means students tell the truth and are honest about their interactions. It means that someone, like a friend or a teacher, can trust the students and count on them to do the right thing.

Responsibility...

...means students come to school on time, prepared, and ready to learn each day. It also means they bring materials and books to school when needed and do their best consistently in every class, every day.





Concern for Others...

...means students accept other people no matter where they are from or what their beliefs are. It means that students include others in their activities and help friends or others who may be sad or hurt. Students show others their care and concern for others through acts of sharing and moments of empathy.

Kindness and Politeness...

...means students are kind and polite to everyone at school, not just teachers and friends, but also others who might not be their friends. It also means they are helpful and patient with everyone.

Group Interaction...

...means students work well with others in class and in small groups. They cooperate with those in the group and work on ways to solve problems, find positive solutions, and develop collaborative skills. It also means they listen to others and their ideas even if they disagree.

Aesthetic Appreciation...

...means students respect the spaces that they use in the school, such as their cubby/locker, classroom, hallway, or cafeteria. It means that they take care of the environment inside and outside the school by picking up trash and cleaning up after themselves. It also means students respect how other people create their ideas, not just in art and music, but in every class.

Independent Endeavor...

...means teachers assign students work and students then do it by themselves. They pay attention to personal work and stay focused on the task at hand. Teachers can trust students to do the work independently and to the best of their ability. Students may pursue an interest beyond curricular expectations to further increase their understanding of the topic.



APPROACHES TO LEARNING

Education That Makes Sense

QSI utilizes a comprehensive, research-based curriculum program that integrates instruction to develop the whole child by focusing on the social/emotional, physical, and cognitive development of the child. The program adopted by QSI is called Frog Street, which is aligned to Head Start Early Learning Outcomes and meets the US standards from the National Association for the Education of the Young Child (NAEYC early childhood program standards). The QSI curriculum blends Frog Street Program's approach to align the units of study to each age as appropriate.

In approaching daily lessons with students, each is divided into different components that help to accomplish the program's goals, which are to facilitate the social/emotional, physical, and cognitive development of our preschoolers. The components of each lesson are as follows:

Lesson Components

Greeting Circle – Time when all the students gather first thing in the morning to encourage togetherness and connectedness. Circle time also introduces children to the weekly theme's topic through a Morning Message.

Moving and Learning – Engages children in dancing and singing to boost attention and memory. Moving and Learning sections also foster gross motor development in children.

Literacy/ Math/ Science – Uses group activities to teach key concepts in these academic areas through read-aloud stories that connect to the themes and by utilizing learning centers. Often lessons help develop the foundations of mathematics and science by using STEAM (Science, Technology, Engineering, Arts and Mathematics) activities at a preschool level.

Lesson Components continued...



Learning Centers – Small group activities and instruction that practice skills learned in whole-class and group instruction. This allows a teacher to differentiate to meet the individual needs of the student. Through Learning Centers, students develop habits and processes to collaborate and work independently.

Content Connection – Provides an engaging activity to connect the learning for the day to additional disciplines and across domains in the unit.

Closing Circle – End of the day routine similar to the Greeting Circle. Allows students to reflect on the learning from the day. This closing allows students to make connections to other student learning. It also helps students identify what they have learned, share it, and listen to others.

Family Connection – Develops and supports a partnership with parents. Weekly notes, theme newsletters, take-home activities, and online e-stories extend learning into the home.

These lesson sections help students develop social and emotional awareness while keeping the joy of learning fun and engaging for these developing minds. This approach in the lessons in each theme allows teachers to differentiate instruction based on each child's developmental needs while nurturing a child's natural curiosity. Allowing for plenty of exploration in each of the domains allows students to pursue ideas and activities that feed their need to learn and grow. For a preschooler, many opportunities to learn happen naturally through play-based activities that encourage creativity that fosters a child's imagination. Often the more "academic" subjects like mathematics and literacy happen in embedded situations that seem more like exploration and play rather than academic "work."



METHODS TO MEASURE SUCCESS

All assessment of student knowledge is based on what a classroom teacher observes and directly asks students to do. Three times a year (once a term), parents will receive a narrative report and a checklist that outlines the progress that students are making in the following domains:

- Language/Literacy
- Mathematics
- Science/Social Studies/Health
- Gross Motor Development
- Fine Motor Development
- Fine Arts
- Social/Emotional Development
- Independence/Self-Help Skills

Under each domain is a list of learning objectives. Students are evaluated using the following evaluation descriptors:

Preschool Grade Definitions

S: Satisfactory means that a student consistently is able to demonstrate the learning objectives independently.

P: Progressing means that students still need some support and help to become independent learners with these learning objectives.

NY: Not Yet means that students still need more time to demonstrate mastery of a learning objective.

Teachers will ask students to demonstrate what they know in a variety of ways. This can be done by the following:

- Observations
- Hands-on demonstrations
- Oral discussions
- Etc.

QSI teachers encourage students to demonstrate learning in many ways, ensuring enduring understanding and a sense of success.



WHAT A PRESCHOOLER WILL LEARN

QSI Curriculum Development

QSI Curriculum is developed by a trained team of QSI teachers who dedicate their time and efforts to improving our students' education by embedding 21st Century skills and practices into our programs. The goal of the preschool program is to encourage students to learn skills to become independent and prepared for the first year of formalized instruction in the 5-year-old class (equivalent to Kindergarten in the USA and Year 1 in the UK). During preschool, students develop fine and gross motor skills to learn and play in more sophisticated ways over time as their skill set improves. Our program also prepares students to learn social and emotional skills that will allow them to socialize and cooperate with peers successfully.

The preschool program is a three-year program. Each year is more developmentally challenging than the previous year. The three programs are the 2-year-old program, 3-year-old program, and 4-year-old program. Some schools will not have a 2-year-old program, and some schools will combine 3 and 4-year-olds into one class. If that is the case, these students engage in a specially organized program with alternating years of study so that themes are not repeated, but the content stays at the correct instructional level by age. Each program is divided into units that focus on a theme which is further broken down into lessons that align with the unit learning objectives.

English Language Support

The best way to learn English is to be immersed in a classroom environment where the teacher and students speak and learn in English. Learning a new language involves first learning by listening to others and then through speaking. In preschool, children learn English naturally through a variety of learning experiences that are hands-on and collaborative. The program helps children develop socially and emotionally, which more easily facilitates language acquisition.



THEMATIC UNITS OF STUDY

Unit Components

To accomplish the preschool program's goals, each program (2-, 3-, and 4-year-old) is divided into units. In each unit of study, students engage in mastering learning objectives in the following domains:

- **Language/Literacy**
- **Mathematics**
- **Science/Social Studies/Health**
- **Gross Motor Development**
- **Fine Motor Development**
- **Fine Arts**
- **Social/Emotional Development**
- **Independence/Self-Help Skills**

The themes of the unit are designed to introduce new concepts and skills that will allow students to grow into curious learners while providing enough academic support for them master content and find success. These thematic units contain developmentally appropriate learning objectives. Below you will find more details about each program and all the thematic units taught.

SPECIAL SUBJECTS

In preschool, many special subjects are embedded in the units that are taught. Children learn creative expression skills in art and music appreciation through singing and movement. Throughout their school year, students will have opportunities to utilize the library and technology.

Success Orientations, Social Emotional, and Child Protection Lessons

QSI is committed to teaching children habits and skills that help them build character, manage emotional and social situations, and keep themselves safe. Currently, we have a full range of lessons on Child Protection that we teach children of all ages. The preschool program has embedded a full range of social and emotional lessons to help students learn to socialize well. We are also developing specific, age-appropriate lessons for the Success Orientations and Social-Emotional Development.





2 -Year-Old Program

The 2 Year Old Program is designed to introduce the student to her/his first group/social experience with other 2 year old children. Frog Street Toddler by Frog Street Press, Inc. is designed around the latest brain research and includes easy-to-use activities created specifically for little ones 18-36 months old. The students will participate in a variety of activities that focus on the development of the physical, intellectual, emotional, social and moral aspects of the child.

Essential Units: (themes listed below each unit)

E01 – All About Me

- My Face
- My Senses
- Arms, Hands, and Fingers
- Legs, Feet, and Toes
- Immediate Family
- Extended Family
- Pets
- Homes

E02 – Friends

- Everyday Friends
- Friends Who Keep Us Healthy
- Friends Who Keep Us Safe
- Friends with Helpful Hands

E03 – Animals

- Horses and Cows
- Ducks and Chickens
- Pigs and Goats
- Sheep and Dogs
- Monkeys and Apes
- Elephants and Kangaroos
- Giraffes and Zebras
- Lions and Tigers

E04 – Bugs

- Mosquitoes and Flies
- Ants and Bees
- Caterpillars and Butterflies
- Ladybugs and Dragonflies



2 -Year-Old Program continued

Our program includes a comprehensive classroom management and social-emotional component that creates a learning environment where children feel safe and loved. Children learn to reduce stress, engage appropriately with their classmates, and practice social skills, such as using kind words and helpful hands.

Essential Units: (themes listed below each unit)

E05 – On the Go

Tricycles and Wagons
Cars, Trucks, and Buses
Trains and Airplanes
Boats and Ships

E06 – Opposites

In/Out, Inside/Outside
Up/Down, Over/Under
On/Off, Open/Closed
Big/Little, Hard/Soft



Ongoing: Themes of color, shape, and size are embedded across the above units.



3 -Year-Old Program

The 3-Year-Old Theme Units are designed to engage the child in her/his first formal school experience. Frog Street Threes by Frog Street Press, Inc. is a research-based developmentally appropriate program that incorporates education of a preschool child through multiple domains with the special focus on social-emotional development, differentiated instruction and joyful learning through sensory experiences. The domains for each themed unit include: Language/Literacy, Mathematics, Science/Social Studies/Health, Gross Motor Development, Fine Motor Development, Fine Arts, Social/Emotional Development, and Independence/Self-help.

Essential Units: (themes listed below each unit)

E01 Theme 1 – Awesome Me

Physical Me
Feeling Me
Social Me
Curious Me

E02 Theme 2 – My Family and Friends

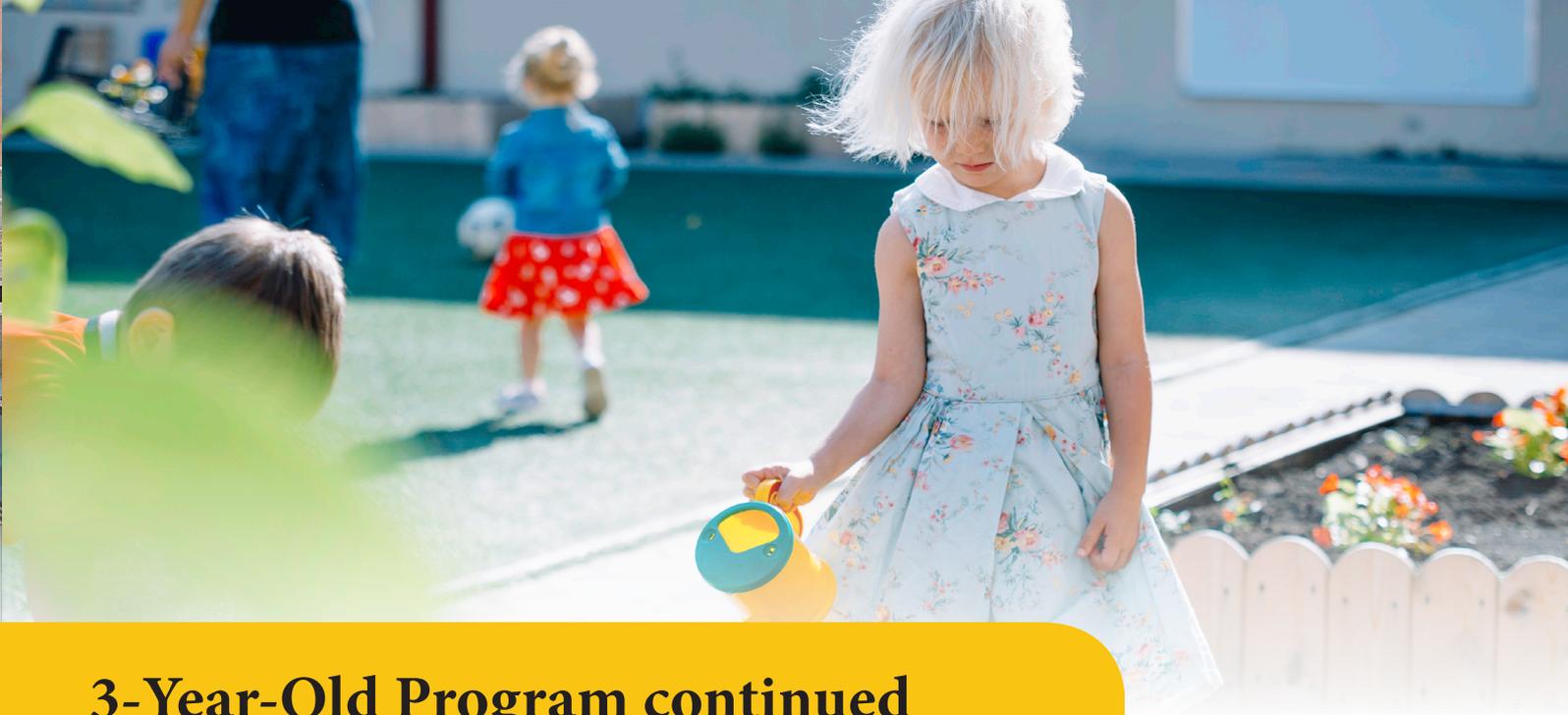
Immediate Family
My Relatives
Pets
My Community

E03 Theme 4 – Safe and Healthy Me

Safe Me
Healthy Me
Eating Well
Active Me

E04 Theme 5 – Favorite Tales and Rhymes

Hen Tales
Mouse Tales
Tales of Three
Jack Rhymes



3-Year-Old Program continued

This program is designed for the students who are developmentally ready to engage in tasks appropriate to a 3 year old child. The number of instructional hours in a school day is to be at least 3 hours. This can be extended to meet the needs of each individual QSI school. The activities presented in 32 weekly Themes are flexible to accommodate individual school schedules.

Essential Units: (themes listed below each unit)

E05 Theme 6 – Creative Me

Things Kids Do
Recycled Treasure
Experimenting
Designing and Building

E06 Theme 7 – On the Go

Places Kids Go
Wheels
Wings
Water

E07 Theme 9 – Animals

Zoo Animals
Farm Animals
Ocean Animals
Circus Animals

E08 Theme 8 – Amazing Critters

Crawling Critters
Flying Critters
Hopping Critters
Scaly and Slithering Critters



4 -Year-Old Program

The 4-Year-Old Theme Units are designed to engage the child in her/his first formal school experience. Frog Street Pre-K by Frog Street Press, Inc. is a research-based developmentally appropriate program that incorporates education of a preschool child through multiple domains with the special focus on social-emotional development, differentiated instruction and joyful learning through sensory experiences. The domains for each themed unit include: Language/Literacy, Mathematics, Science/Social Studies/Health, Gross Motor Development, Fine Motor Development, Fine Arts, Social/Emotional Development, Independence/Self Help.

Essential Units: (themes listed below each unit)

E01 Theme 1 – My School and Me

This Way to Pre-K
Physical Me
My Senses
I Think, I Feel

E02 Theme 2 – My Family and Friends

Families
Homes
Friends and Pets
My Community

E03 Theme 3 – Choices

I Make Choices
Healthy Choices
Healthy Habits
Problem Solving

E04 Theme 4 – Stories and Rhymes

Nursery Rhymes
Traditional Tales
Fairy Tales
Ballads, Folks & Fables



4 -Year-Old Program continued

This program is designed for the students who are developmentally ready to engage in tasks appropriate to a 4-year-old child. The number of instructional hours in a school day is to be at least 3 hours. This can be extended to meet the needs of each individual QSI school. The activities presented in 32 weekly Themes are flexible to accommodate individual school schedules.

Essential Units: (themes listed below each unit)

Eo5 Theme 5 – I Build, I Create

Construction Terms
Tools and Machines
I Can Build
I Can Create

Eo6 Theme 6 – Things that Move

I Move
Travel
Transportation
Mysterious Movers

Eo7 Theme 7 – Animals

Farm Animals
Zoo Animals
Bugs
More Bugs

Eo8 Theme 8 – Changes

Changes in and Around Me
Earth Changes
Nurturing Earth
Before and Now

Quality Schools International (QSI), a nonprofit foundation, receives invitations to open schools from embassies, businesses, and agencies around the world. QSI responds to the needs of expatriates and host country nationals seeking a quality, progressive, English-language, North-American style, international education.

QSI schools accredit through Middle States Association of Colleges and Schools.

