



**AMERICAN  
SCHOOL OF  
BAHRAIN**

an  **Esol Education** school



# **ASB HEAD START PROGRAM HANDBOOK**





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Dear ASB Parents,

We are excited to announce that we have obtained the final approval from the Ministry of Education (MOE) for our ASB two-year-old program, ASB Head Start Program.

Our Head Start program is designed to provide a nurturing and stimulating environment for young children. The program is staffed by qualified early childhood educators who are passionate about working with young children. Ms. Casey oversees the program and has operated two-year-old classes for many years and is an early childhood expert. We believe that every child is unique, and we strive to create a program that meets the individual needs of each child. Our program includes a variety of activities that promote physical, social, emotional, intellectual development, and self-regulation.

In this program we offer two sessions for parents to choose from. The morning session is from 7:50 am to 11:00 am and the afternoon sessions from 11:40 am to 2:50 pm. The fee for the Head Start Program is 2,900 BD/year in addition to the application and registration fees. After the application is submitted, Ms. Casey and her team will assess the readiness of each child. Priority of sessions (morning or afternoon) will be on a first come, first served basis. There will be a 1:4 adult: student ratio in the Head Start Program. We anticipate a waiting list for our Pre-K Program (3-year-old) in the 2024-25 school year. Students enrolled in the 2023-24 Head Start Program at ASB will have priority for the Pre-K program (3 years old) the following year. If you are interested in enrolling your child in the ASB Head Start Program, please submit your application here.

[Apply here](#)

Upon acceptance, families will have 10 days to pay the application and registration fee and a 10% deposit to secure your place.

We are happy to answer any questions you have and provide you with more information about our program.

We look forward to hearing from you!

Sincerely,

Casey Bucheler  
Early Childhood Principal

Dave McMaster  
Director

## ASB HEAD START PROGRAM FOR 2 YEAR OLDS

### About the Program

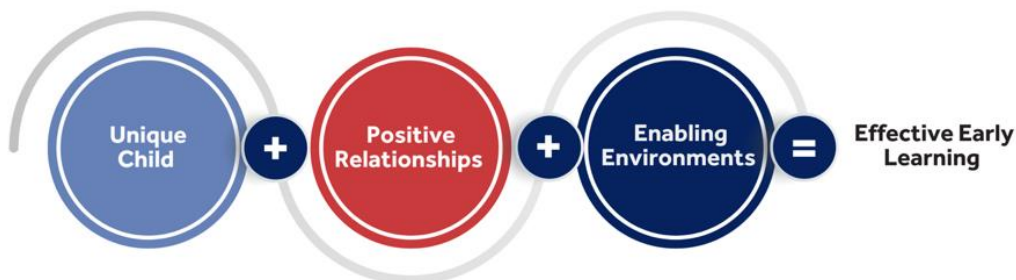
The ASB Head Start Program for children aged 2 years old takes an integrated approach to the learning, development and care of our early learners. Our state-of-the-art facilities, high-quality learning resources, certified and trained early childhood educators, long years of experience, and robust, research-based curriculum allows us to offer children an unparalleled advantage as they start their learning journey with ASB.

### Facilities

From purpose-build playgrounds and en-suite classrooms to swimming pools, indoor gyms and fields, the ASB campus offers ample space for children to explore their environment, inspire curiosity and awaken their imaginations.

### Learning Program

Our program recognizes the central importance of play, direct experiences, and active learning to support young children's learning effectively.



The entire curriculum is mainly taught through games and play. The Head Start Program is underpinned by its core pillars:





## Assessment and Priority Enrolment Process

Throughout the year, the ASB ECC team assess children, and report to parents how their children are doing and their readiness to enter the ASB Pre-KG program. Students are also able to participate in a priority, early enrolment process for in order to secure their seats at ASB.

## Learning Objectives

Our Head Start program includes seventeen areas of learning and development covering: Communications & Language; Physical Development; Personal Social and Emotional Development; Literacy; Mathematics; Understanding of the World; and Expressive Arts and Design.



## Communication and Language

This involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.

### 01. Listening and Attention

- Children listen attentively in a range of situations.
- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions, or actions.
- They give their attention to what others say and respond appropriately, while engaged in another activity.

### 02. Understanding

- Children follow instructions involving several ideas or actions.
- They answer 'how' and 'why' questions about their experiences and in response to stories or events.

### 03. Speaking:

- Children express themselves effectively, showing awareness of listeners' needs.
- They use past, present, and future forms accurately when talking about events that have happened or are to happen in the future.
- They develop their own narratives and explanations by connecting ideas or events.

## Physical Development

This involves providing opportunities for children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

### 04. Moving and Handling

- Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- They handle equipment and tools effectively, including pencils for writing.

### 05. Health and Self-Care

- Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.
- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## Personal, Social and Emotional Development

This involves helping children to:

- develop a positive sense of themselves and others.
- form positive relationships and develop respect for others.
- develop social skills and learn how to manage their feelings.
- understand appropriate behaviour in groups.
- have confidence in their own abilities.

### 06. Self-Confidence and Self-Awareness

- Children are confident about trying new activities and say why they like some activities more than others.
- They are confident speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- They say when they do or do not need help.

### 07. Managing feelings and behaviour

- Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.
- They work as part of a group or class and understand and follow the rules.
- They adjust their behaviour to different situations and take changes of routine in their stride.

## 08. Making Relationships

- Children play co-operatively, taking turns with others.
- They take account of one another's ideas about how to organize their activity.
- They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

## Literacy

This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials such as books, poems, and other written materials to ignite their interest.

## 09. Reading

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.

## 10. Writing

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

## Mathematics

This involves providing children with opportunities to:

- practice and improve their skills in counting numbers, calculating simple addition and subtraction problems.
- describe shapes, spaces, and measures.

## 11. Numbers

- Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer.
- They solve problems, including doubling, halving, and sharing.

## 12. Shape, Space and Measures

- Children use everyday language to talk about size, weight, capacity, position, distance, time, and money to compare quantities and objects and to solve problems.
- They recognise, create, and describe patterns.
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## Understanding of the World

This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.

### 13. People and Communities

- Children talk about past and present events in their own lives and in the lives of family members.
- They know that other children do not always enjoy the same things and are sensitive to this.
- They know about similarities and differences between themselves and others, and among families, communities, and traditions.

### 14. The World

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.
- They make observations of animals and plants and explain why some things occur and talk about changes.

### 15. Technology

- Children recognize that a range of technology is used in places such as homes and schools.
- They select and use technology for purposes.

## Expressive Arts and Design

This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

### 16. Exploring and Using Media and Materials

- Children sing songs, make music and dance, and experiment with ways of changing them.
- They safely use and explore a variety of materials, tools, and techniques, experimenting with color, design, texture, form and function.

### 17. Being Imaginative

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play, and stories



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