



THE EARLY YEARS PROGRAM

A Curriculum Framework for
Prekindergarten





Play is the genuine work of young children. It is the collaborative process through which they explore their world, build positive relationships, and nurture their unique and incredible potential. This is achieved through a partnership of support and respect shared between students, parents, teachers, and the broader community."

-MZS Early Years Philosophy Statement-



FUNDAMENTAL PRINCIPLES

Early Childhood Education forms a foundation for learning as children are introduced to their first experience of school. Children need to feel safe, secure, and happy in a loving setting to develop a good attitude and thrive as lifelong learners. An open cooperation between family and school fosters trust and security, which are essential for each child's development.

Our Program

- Emphasizes developmentally appropriate learning opportunities.
- Nurtures child-initiated inquiry, wondering and questioning.
- Offers children opportunities to communicate their ideas through performing, visual arts, creativity, movement and uninterrupted play.
- Empowers children to make supported and independent decisions about their learning engagements, tools, materials and partners.
- Enables children to understand their experiences with others and the world through exploration and play with a variety of materials.
- Embraces the outdoors as an integral part of the learning environment.
- Emphasizes oral language as the foundation of literacy development, and early numeracy through exploration and play.
- Gives children the opportunity to learn in multi-age environments.



The Early Years program at MZS follows the [IB Primary Years Framework \(PYP\)](#), and it is inspired by the Reggio Emilia approach as a student-centered and constructivist educational philosophy that uses self-directed, experiential learning in relationship-driven environments. The program is holistic and supports children academic, cognitive, social, emotional, and physical development using play as its primary driver for inquiry.

There curriculum is informed by the [Early Years Learning Framework for Australia](#) and it is shaped by the students' interests, passions and choice.

The inquiries are built within the Early Years Program Of Inquiry (POI), which offers authentic opportunities to focus on the key developmental abilities that are acquired during this crucial time and that support young students to be self-regulating learners. The transdisciplinary themes provide authentic contexts for students to learn increasingly complex ideas about themselves and the world around them. Other units may emerge from small or large group interests. Units are paced by quarter, but can vary in length depending on engagement.

Young children's development proceeds in a complex, and often non-linear, trajectory where individual children follow different pathways simultaneously. Teachers create learning environments and experiences that are both adaptable and appropriate to young students, and promote differentiated learning to keep students challenged.

LEARNING & TEACHING

Play-Based Learning

Play is highly adaptive, involves choice, promotes agency and provides rigorous opportunities to inquire into important concepts and personal interests. Through play, children actively construct meaning from their interactions with their physical and social worlds.

During uninterrupted time for play, students are exposed to a range of intentional learning experiences, where support and feedback are provided by teachers when needed.

Learning is promoted by:

- engaging and challenging units of inquiry
- simulating learning spaces
- uninterrupted time for play in both indoor and outdoor spaces
- responding to students' emerging thinking processes, interests, and theories, in ways that extend learning
- providing open-ended materials
- closely monitoring and documenting students' learning and development during play, and offering appropriate scaffolded learning experiences for individual students and small groups

Agency and Self-Efficacy



Early Years students with agency use their own initiative and will, and take responsibility and ownership of their learning. They direct their learning with a strong sense of identity and self-belief, and in conjunction with others, thereby building a sense of community and awareness of the opinions, values, and needs of others.

Symbolic Exploration, Expression & Language

Language and Mathematics teaching follow students' learning pathways that are connected to personal interests and larger concepts. The development of understandings in Language and Mathematics are interwoven and intentionally explored through strategies such as games, rhymes, poems, stories, play, conversations, mark-making, drawing, problem-solving, reasoning, counting, patterning, and sequencing.

Children are invited to engage in daily reading and writing for a variety of purposes, are supported in noticing what published authors and illustrators do and encouraged to experiment and approximate these techniques in their own work. Literacy learning occurs in small and large groups as well as individually. Through their explorations, projects and play, children encounter authentic situations that require mathematical thinking in order to further plan, create, build, design or analyze.

Approaches to Learning

At MZS, the Approaches to Learning (ATL) align with the Schoolwide Learner Outcomes (SLOs) and define the kind of students we want to see develop throughout MZS's learning journey: **Social Agents, Self-Managers, Communicators, Thinkers and Researcher.**

These skills are grounded in the belief that learning how to learn is fundamental to a student's education.



LEARNING ENVIRONMENTS



The Atelier

In the Atelier students have opportunities to explore Music and Visual Arts supported and extended by teacher experts. They experiment with musical instruments and play with the concepts of rhythm, pattern, and expression through music, and explore creative movement. Students explore their ideas, thinking and creativity through a wide range of materials developing an appreciation for art and design

Bahasa Indonesia

We believe that learning the host country language promotes international mindedness and enhances the experience of living and learning in Indonesia. In the Early Years, students are exposed to Bahasa Indonesia through play during interactions with our sister school YPJ and Bahasa Indonesia speaking faculty.

Movement

Movement experiences take many forms, including physical education sessions, movement opportunities integrated within other curricular areas and unstructured play during recess. Swimming pools, covered play areas, as well as sport courts and soccer fields are used to support the movement program in the early years. They provide places for students to become healthy, fit and skillful in their approach to physical health and wellness.

RELATIONSHIPS

The Family

Encouraging and nurturing positive relationships between home, family, and the school provides a strong basis for learning, behavior, health, and wellbeing. The significance of relationships in the early years is a fundamental part of establishing important skills and dispositions that center on trust, agency, and belonging. When the importance of relationships is reinforced, the foundations for an effective learning community are established. Teachers support the development of relationships through:

- regular conversations with parents and legal guardians
- acknowledging and respecting each student's individuality
- connecting with individual students throughout the day by having conversations, listening to and documenting their evolving questions, and acknowledging their efforts and achievements
- recognizing opportunities for students to learn to self-regulate during play and offer support and feedback when needed
- including parents in the school life.

Collaboration & Communication

EY Teachers communicate regularly about students' progress and plan together to maximize learning in the classroom.

Parents are included in their children's learning and teachers view them as partners in the learning process, inviting them regularly to be active participants in the classroom life.

Seesaw is the main communication platform for Teachers and Families where evidence of learning is posted weekly. Parents are invited to discuss student academic and social-emotional progress in quarters 1, 2 and 3 during Parent-Teacher Conferences and in quarter 4 through Student Led Conferences.

Teachers and Parents can schedule meetings at any point.

ASSESSMENT

The EY Learning Progression

Teachers refer to the [Early Years Learning Progression](#) to guide their teaching, and to monitor and assess the Early Years students' progress against the following outcomes:

Outcome 1: Children have a strong sense of identity

Outcome 2: Children are connected with and contribute to their world

Outcome 3: Children have a strong sense of wellbeing

Outcome 4: Children are confident and involved learners

Outcome 5: Children are effective communicators

Teachers document learning observations during play and active participation in projects. Teacher use these evidence to align the observations with the learning outcomes in order to provide evaluative statements.

Communicating Assessment

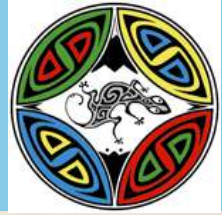
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F.A.Q



What is the admission policy for Early Years?

A student entering Early Childhood- PK3 must be three-years-old on, or before, July 31 to enter the program. A student entering Early Childhood- PreK4 must be four-years-old on, or before, July 31 to enter the program. Students must be toilet trained.

What are the school hours Early Years?

Early Years school hours in TPRA are 8am to 12.30pm Monday to Friday.
In KK school hours are 8-11.30am.

What is the settling period?

Early Years students new to MZS might need a few days/weeks to adapt to the new environment. Teachers monitor the student's transition closely and keep parents informed if their support is required. Parents might be invited to accompany their child for period of time in class, until the child gains independence and feels safe.

What does my child need to bring to school?

Every student will need a backpack with the following items clearly labeled:

- a water bottle
- a healthy snack
- a full change of clothes
- a hat
- sunscreen
- the school's Batik shirt on Wednesdays.

What activities can my child participate in?

EY students participate in Assemblies [starting Q2], Spirit days, Hot Lunches and any other schoolwide activities.

Early Years students do not attend ECAs.

The EY Learn to Swim Program typically takes place in 2Q & 4Q as per the MZS Activities Calendar.

EVERYONE LEARNING, INCLUDED & CHALLENGED



<https://mzs.sch.id/>

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