

CISB and New Brunswick, Canada's Play Based Vision

CISB Vision Statement

All children at CISB will grow to their fullest potential with dignity, a sense of self-worth, and a zest for living and learning.

The best interests of the child shall be a primary consideration in all that we do. - *United Nations Convention on the Rights of the Child, Article 3, Section 1.*

CISB Image of the Child

We believe young children are:

- curious inquirers
- courageous risk takers
- confident in their pursuit of knowledge and skills
- active learners
- secure in their linguistic and cultural identities
- respectful of diversity
- stewards of the earth

CISB seeks to provide the environment and resources needed to support dynamic social, emotional, physical and academic development in young children. In keeping with current research and theory, our play based framework emphasizes responsive relationships, children's strengths, and engaging environments. Children are profoundly influenced by the quality of their relationships with people and their interactions with places and things. Research and theory support the long-held contention that play is essential to quality of life in childhood and a primary means of understanding the world.

The ***New Brunswick Curriculum Framework for Early Learning and Child Care*** values and promotes children's experience of:

- safe and caring environments where their emotional and physical health, positive self-identities, and sense of belonging are nurtured and protected
- open and flexible learning environments where playful exploration, problem- solving, risk taking and creativity are encouraged and purposefully planned
- intellectually, socially and culturally engaging environments where their communicative practices, literacies, and literate identities are valued and supported
- socially inclusive and culturally sensitive environments in which consideration for others, inclusive, equitable, democratic and sustainable practices are enacted, and social responsibility is nurtured. (EY Section 1, N.B, Canada, curriculum document).

NB and PYP documents can be directly accessed on our website or by using the links below:

- **New Brunswick Curriculum Framework for Early Learning and Child Care**

http://www2.gnb.ca/content/gnb/en/departments/education/elcc/content/curriculum/curriculum_framework.html

- **New Brunswick Curriculum Development**

http://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/curriculum_anglophone.html

- **IB PYP**

http://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/curriculum_anglophone.html

The purpose of this document is to ensure our parent community develops an understanding of our play-based philosophy, including the need to allow children to take developmentally appropriate risks. Please read the following very carefully and share all information with any caregivers (ayi, grandparent, family member) who may be bringing your child to or from school.

*** Sign the last page of this document and return it to your child's teacher.**

Play Based Environments

- Parent information sessions on play-based learning will be held throughout the year so I (the caregiver) can learn more about this pedagogical approach
- I can see my child's curriculum outcomes and Units of Inquiry at any time on our school website
- I can see current documentation of my child's learning journey on Seesaw
- My child will be engaged in a play based learning environment

I understand and agree to all the following terms of a play based environment:

My child will be an inquirer immersed in an environment of inquiry

- ❖ meaningful and pedagogical play designed to spark inquiry
- ❖ imaginative play
- ❖ encouraged to be a risk taker and ask questions

My child will get messy and dirty

Play based learning means that your child will sometimes be exploring concepts through sensory materials like water, glue, mud, dirt, food coloring, sand, paint, play dough or other like materials.

My child will go outside daily and be encouraged to explore their natural environment

Exceptions - extreme weather conditions or high AQI

My child will learn to be independent and a risk taker

It is important for a child's confidence and development of skills that they try new things and do developmentally appropriate things for themselves. For example, put on their own shoes, use scissors to cut paper and materials, use glue, use tools with supervision, cut fruit and vegetables with supervision, use the washroom on their own, and get ready for outdoor time on their own.

- ❖ Please label your children's belongings, including all pieces of their uniform.
- ❖ Students will be encouraged at all times to do things for themselves and to manage their own belongings.

My child has their own unique learning journey

All children progress at different rates. My child will be differentiated for and taught using inquiry and play based methods as well as through small group instruction based on their individual needs. My child's teacher will differentiate for my child, and will not pressure them to obtain skills for which they are not developmentally, emotionally, or socially ready.

My child will use technology

CISB is committed to 21st Century learning and my child will have the opportunity to use technology in the classroom (ie. iPads, desktop computers, laptops, cameras) and will watch videos from time to time that are related to curriculum or support language development.

CISB Preschool and Kindergarten Group Environment Risk Philosophy

Children are natural risk takers who learn through playing, exploring, and hands on experiences.

At CISB, we provide a developmentally appropriate environment that allows children to take risks within specific parameters that are based on individual abilities and needs. By allowing children to take risks, students will learn independence and self-monitoring skills. This means that our children will learn through trial and error, with the teacher supervising and guiding in the background.

Risks include, but are not limited to:

- Minor injuries and accidents, such as scratches, bruises, bumps and scrapes
- Possible exposure to common childhood viruses and infections, such as Chicken Pox, Hand, Foot and Mouth Disease, seasonal colds and flu, head lice.
- Possible use of tools, including glue guns, hammers, shovels, nails, etc.
- Clothing that is occasionally ripped, dirty, wet, or stained.

Although we pride ourselves on safe environment and appropriate supervision, there is always the risk of injuries and accidents that are of a more serious nature occurring in a group environment.

I understand and agree that:

My child will get minor injuries and this is a normal part of childhood

As children explore and develop knowledge of their capabilities they will get minor scrapes, cuts, bumps and bruises. I understand that while my child's teachers will do everything they can to prevent injuries, that they may occur as a natural part of childhood.

Children who are risk takers are more capable of assessing risk as adults.

The Benefits of
Outdoor Free Play
on Children's Development

Mental Health

Better moods
Decrease in hyperactivity
Decreases in symptoms related to anxiety and depression

Physical Health

More opportunities for movement
Decrease in the likelihood of developing obesity or diseases
Development of fine and gross motor skills

Cognitive Health

More opportunities to make decisions and problem-solve
Increases in creative thinking
Children use higher levels of sequencing, planning, organizing



Emotional Health

Development of empathy
Increases in self-esteem
Development of emotional intelligence

Social Skills

Increased social interactions
Higher levels of sharing, cooperation, helping
Decreases in solitary play

Play Skills

Increased creativity
Development of higher play skills and play types
More opportunities for imagination and engagement

北京加拿大国际学校和加拿大新布伦省的“玩中学”

CISB 愿景

CISB 的所有孩子都将树立自我尊严和自我价值感，对生活和学习充满热情，努力发展自身最大的潜力。

“孩子的最大利益应是我们应该首要考虑的因素。”——《联合国儿童权利公约》第 3 条第 1 款。

CISB 孩子的形象

我们相信我们的孩子是：

- 好奇的询问者
- 勇敢的风险承担者
- 对自己知识和技能的追求充满信心
- 积极的学习者
- 对他们的语言和文化身份有安全感
- 尊重多样性
- 地球的守护者

CISB 致力于为支持幼儿动态社会、情感、身体和学业发展提供所需的环境和资源。与当前的研究和理论保持一致，我们“玩中学”教育框架强调响应关系、儿童的优势和引人入胜的环境。儿童深受他们与人交流以及与身边事物的互动质量的影响。研究和理论支持长期以来的论点，即“玩”对儿童生活质量至关重要，也是他们理解世界的主要手段。

新不伦瑞克省早期学习和儿童保育课程框架重视并促进儿童的经历：

- 安全和关爱的环境，培养和保护他们的情绪和身体健康，以及积极的自我认同感和归属感
- 开放灵活的学习环境，鼓励和有计划地进行有趣的探索、解决问题、冒险和创造力
- 在知识、社会和文化方面引人入胜的环境中，他们的交际实践、文学和文化身份得到重视和支持
- 对社会具有包容性和文化敏感性的学习环境。在这些环境中，他们学会考虑他人感受、包容、公平、民主和可持续发展，并培养他们社会责任。（EY 第 1 节，N.B，加拿大，课程文件）。

NB 和 PYP 文件可以在我们的网站上直接访问或使用以下链接：

- 新不伦瑞克省早期学习和儿童保育课程框架

http://www2.gnb.ca/content/gnb/en/departments/education/elcc/content/curriculum/curriculum_framework.html

- 新不伦瑞克省的课程开发

http://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/curriculum_anglophone.html

- IB PYP

http://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/curriculum_anglophone.html

CISB 早期教育

本文件的目的是确保我们的家长了解我们“玩中学”的教学理念，包括允许儿童承担自身发展过程中适当的风险。请仔细阅读以下内容，并与可能带孩子上学或放学的看护人（祖父母，其他家庭成员）分享所有信息。

***在本文档的最后一页上签名并将其返回给您孩子的老师。**

“玩中学”环境

- 全年都会有关于“玩中学”的家长信息咨询，因此我（看护人）可以更多地了解这种教学方法
- 我可以随时在学校网站上查看我孩子的课程结果和其他咨询事项
- 我可以看到我孩子在 Seesaw 学习之旅的最新资料
- 我的孩子将参与“玩中学”学习环境

我理解并赞同北京加拿大国际学校以下列举的所有基于“玩中学”的环境的项目：

- 我的孩子将会成为一名乐于在探究式环境中探究的探索者**
 - ❖ 有意义并且具备教学式的游戏能够激发其探索的兴趣。
 - ❖ 想象式游戏。
 - ❖ 鼓励其成为勇于冒险并勤于问问题的人。

- 我的孩子将会变得“脏兮兮”**

“玩中学”的含义在于，您的孩子有时会通过感知觉材料中（例如，水，胶水，泥土，尘土，食用色素，沙土，颜料，陶土等其他材料）来探究相关学习概念。

- 日常生活中，我的孩子将会被鼓励到外面来探究自然的环境**

除了特定的情况——极端天气条件和不适宜的空气质量。

- 我的孩子将会学习成为一名独立的且勇于挑战的人**

重要的是关乎儿童的自信心，以及他们在尝试新事物，并且为自己做一些适宜发展的事情相关的技能技巧的提高。例如，自己穿鞋子，使用剪刀剪纸和其他材料，使用胶水，在监护下使用工具，在监护下切蔬菜水果，自己独立的使用洗手间，以及自己准备好一切外出的事物。

 - ❖ 请将属于您孩子的东西做好标签，包括孩子的各类校服。
 - ❖ 在任何时间里，学生将会被鼓励做自己的事情，管理好属于自己的东西。

- 我的孩子拥有属于自己独一无二的学习之旅**

所有儿童都是在不同的速度中进步。我的孩子将会在不同的情况中，基于他们的需求，在探究式和“玩中学”的教学方法中，通过小组学习来指导。我孩子的老师也会根据我孩子的需求制定不同的学习方案，不会给予孩子在其还不具备独立性，情感性，以及社交性方面的能力，施加压力让孩子获得相关的技能技巧。

- 我的孩子会使用技术**

CISB 是致力于 21 世纪学习的学校，在教室里，我的孩子将会有使用技术的机会（例如，平板电脑，台式电脑，笔记本电脑，相机），并且会观看与课程或提升语言学习相关的视频。

北京加拿大国际学校幼儿园及学前班教育的风险理念

孩子是通过玩、探索和用双手来获取经验的自然的勇于冒险的人。

在 CISB，我们会提供适宜促进儿童各方面提高的环境，允许儿童在具体的考量下，基于儿童个人的能力和需求，进行冒险活动。通过此，在教师监护和指导下的背景，学生会学到独立和自我监督的技能。这就意味着，在教师监护和指导的背景下，我们的孩子会通过磨练和错误进行学习。

风险包括但不局限于：

- 轻微的受伤和事故，例如抓伤、擦伤、碰撞和刮伤。
- 对于普遍儿童可能出现的病毒感染，例如，水痘，手足口病，季节性流感，头虱。
- 适龄孩子可能会使用到的工具，包括胶枪，锤子，铲子，钉子等。
- 衣物偶然地撕破，不干净，潮湿或者有污迹。

虽然我们对于我们所布置的安全的环境和适时的监管而感到放心，但无法预测到的伤害和事故的风险，在群体活动中总是存在的，而且比自然发生的性质更为严重。

我理解并赞同：

对于我的孩子而言，轻微的受伤在童年的生活中是正常的

正如在儿童在探索和扩张其知识储备的过程中，他们会出现轻微的刮伤，割伤，撞伤和擦伤。我理解我孩子的老师会在做每一件事情的同时，也会预防孩子其在童年中可能会自然发生的伤害。

勇于冒险的儿童能够像成人一样，具备处理风险的能力

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