



IGB INTERNATIONAL
SCHOOL

Igniting Minds • Impacting Lives

The IGBIS
Fireflies
Programme
Handbook

Igniting Minds • Impacting Lives

www.igbis.edu.my

Welcome!

Welcome to Early Years at IGBIS. Fireflies is the first programme within the Early Years and is for students who have turned 2 years of age. Fireflies provides a holistic education that promotes social, physical, cognitive, creative and emotional development. Students in Fireflies experience a culturally diverse setting where a planned balance of play, teacher initiated and child directed inquiries and challenges stimulate their learning in a safe and nurturing environment.

The Principles that Guide Teaching and Learning in the Early Years

- Children develop at different rates.
- Children learn in different ways.
- The process of learning is more important than the product.
- Play is essential to learning and enhances children's cognitive, motor,

language and social and emotional skills.

- Real-life and life-like activities enhance learning.
- The learning environment will be safe, secure and one in which each child is valued, challenged and can take control of his or her own learning.
- The building of each child's self-esteem and self-worth is extremely important.
- Learning is a life-long process.

Students will:

- learn to interact and negotiate with each other by direct and indirect modelling of caring, sharing and respecting one another;
- be provided with the opportunity to develop problem solving skills in many settings;
- be given the freedom to express their opinions, thoughts and feelings;
- develop independence, responsibility and leadership through everyday activities and routines.

Philosophy - The Whole Child

A word cloud featuring various terms related to child development and philosophy. The words are arranged in a non-linear fashion, with some oriented vertically and others horizontally. The colors used include shades of blue, green, brown, purple, and teal. The largest words are 'Principled Inquirers', 'Thinkers', and 'Risk-takers'. Other prominent words include 'Caring', 'Open-minded', 'Integrity', and 'Balanced'.

Caring
Curiosity
Open-minded
Enthusiasm
Creativity
Independence
Integrity
Knowledgeable
Tolerance
Empathy
Respect
Commitment
Principled Inquirers
Appreciation
Cooperation
Communicators
Thinkers
Confidence
Reflective
Balanced
Risk-takers



Staffing

The class has a teacher and a teaching assistant.

Throughout the day they will interact with other Early Years teachers and our teacher librarian.

School Starts at 8:00 am

Children are encouraged to engage in student selected activities until everyone arrives, then students gather together to start the school day.



School Finishes at 11:30 am

Children gather together for a short story/song and then read until they are collected. Please note that students will not be 'handed over' to anyone without parental consent.



- * Please advise the classroom teacher of any changes to regular arrangements.

School Uniform

Children wear school uniform at all times. Please ensure EVERYTHING is clearly labelled.

Shoes – Please ensure your child wears footwear suitable for running and climbing that also promotes independence (no Crocs or flip flops).

Socks should be white. Ankle socks are easy to put on and take off.

Hair – Long hair should be tied up.

Jewellery worn for religious purposes should not interfere with a child's safety.

Hats should be kept at school.



What Your Child Will Need

- Everyday backpack (child size).
- See-through water bottle.
- Healthy snack (in a container that can be opened independently).
- Library - cloth bag.
- Spare clothing and a hat - leave these at school.



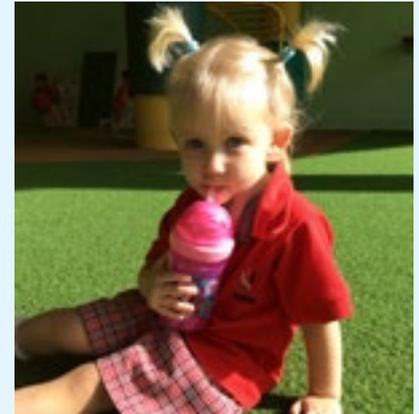
Snack

Your child needs to bring a healthy snack from home. This should always include fruit or vegetables.

IGBIS is a nut aware school. Nuts should not be included in any food.

Your child will need a see-through refillable water bottle.

It is not appropriate to bring any liquid in a baby bottle.





Toileting

Children should be working towards independence when using the toilet. Assistance is given when necessary.

Toileting times are scheduled regularly within the daily routine.

Children wash their hands with soap after using the toilet and before eating.

A spare set of clothes and a few diapers/nappies/pull ups should be kept at school in case of accidents (they do not have to be school clothes).



Communication with Parents

The class website is updated every week and keeps you informed about your child's learning and how you can support their learning at home and at school events.

Portfolios are an individual record that celebrates your child's personal achievements.

Parent teacher conferences are held during the year and you can always arrange a meeting with the teacher at other times.

Information sessions, back to school, curriculum meetings and parent workshops are scheduled throughout the year.

Email is an ideal way to communicate with your child's teacher.

Daily conversations help to clarify or share information. These quick chats are possible at pick up and drop off times.





Illness at school

Children are often enthusiastic about coming to school regardless of their physical condition. We rely on parents good judgment to keep children at home when it is appropriate. Children should not be in school if they are unwell. If your child is ill, or if you are not sure about their condition in the morning, please keep them at home. Children love school and want to come, but we cannot risk spreading an illness to the whole class. If your child is ill with a contagious disease, please telephone the school nurse to report it.

Children with a **fever above 37.7°C** should remain at home until the fever has settled for 24 hours without medication.

Children with nausea and vomiting should remain at home until 24hrs after the last episode without any medication. Children with diarrhea also need to be eating a normal diet before returning to school.



Children must stay at home for 24 hours after they have started an antibiotic treatment.

Children who are unusually lethargic, are not able to participate in regular activities, irritable or are persistently crying should not be at school. Parents will be contacted to arrange for the child to be taken home.

All medication is administered by the school nurse and kept in the Clinic.

Fireflies Curriculum Overview

Language

Conceptual understandings:

- spoken words connect us with others;
- people listen and speak to share thoughts and feelings;
- people ask questions to learn from others;
- visual language is all around us;
- pictures, images and symbols in our environment have meaning;
- we can enjoy and learn from visual language;
- illustrations convey meaning;
- people read for pleasure;
- stories can tell about imagined words
- printed information can tell about the real world;
- there are established ways of setting out print.

Mathematics

Conceptual understandings:

- we collect information to make sense of the world around us;
- organising objects and events helps us

to solve problems;

- measurement involves comparing objects and events;
- events can be ordered and sequenced
- patterns and sequences occur in everyday situations;
- patterns repeat and grow;
- numbers are a naming system;
- numbers can be used in many ways for different purposes in the real world making connections between our experiences with numbers can help us to develop number sense.

Personal, Social and Physical

Conceptual understandings:

- as people grow and change they develop new skills, understandings and abilities;
- emotions, attitudes and beliefs influence the way we act;
- positive thoughts help us to develop a positive attitude;
- we can explore our body's capacity for movement;





- safe participation requires sharing space and following rules;
- interacting with others can be fun group experiences and depend on cooperation of group members;
- ideas and feelings can be communicated with others in a

- variety of modes;
- our relationships with others contribute to our well being;
- our behaviour affects others;
- caring for the local environment fosters appreciation.





Circle Time

Circle time is a valuable teaching strategy where students are able to share their thoughts in a safe and encouraging environment where they are valued and are equally important members of the group. It is a time to welcome the class, sequence the day, sing songs, move, initiate inquiries into maths and language, explore social and emotional concepts, ask questions, and reflect on learning.



Inquiry Time

Inquiry time is a time when children work independently, as a group or with a teacher. They are encouraged to share their learning and explain their thinking. Children are supported to challenge and extend their learning.



Outdoor Play

Students participate in a range of free play and structured experiences that develop fundamental motor skills. These skills are essential in developing a positive attitude towards physical activity and academic development. Fundamental motor skills are associated with improved academic performance, attention, memory and the ability to cope with the demands and functions of a school day.



Library

Students are accompanied by their teacher to the library. Visiting the library assists in fostering a love of reading and immerses students in literature. It provides another safe environment where students consolidate and expand on early literacy skills that are explored within the classroom.

Preparing Your Child for School

Before your child starts school there are many things that you can do to help your child settle into their new environment. If children are more prepared for change then generally they cope better with the change.

In our experience if children are encouraged to be more independent, they will find the transition to being at school easier. The following information provides some ideas to help your child cope with being at school.

Sleeping

- Before your child starts at school slowly adjust their routine so that they are 'awake' during school times.
- Remember children need approximately 12 hours sleep so 'early to bed, early to rise!'

Comforters

- If your child has a special book, car, teddy or similar, it is a good idea to let them bring it to school while they are still settling in (clearly marked with their name). This provides the child with some extra security that they may need at the beginning of the year.

- If your child uses a dummy, pacifier or bottle it is best that they are left at home. It's a good idea to practice leaving these items in the car or at home before starting school. It's very difficult for children if they are expected to suddenly stop using a comforter.

Independence

On arrival at school please assist your child to develop the following routines in the morning. It is important that your child learns to be independent so please let them, these tasks are not for the families, they are for the children.

- Encourage your child to carry their own school bag.
- Allow your child to walk to and from the class.
- Put their bag and hat in their cubby.
- Greet the teachers in the classroom.
- Place their water bottle in the basket.

Separation Anxiety

Every parent hopes that their child will be happy at school and that their child will 'settle' well into the new routine. Naturally, there is some anxiety about how your child will react to being separated from you. Because each child is unique it is difficult to predict how your child will adjust to this new situation.

There are a few typical reactions, and it may be a help to know what they are. Some children:

- seem very happy to separate from their parent and are anxious to explore new play equipment;
- continue to be happy for several weeks and then they seem to dislike being left and separation becomes difficult;
- will have a good cry when their parent leaves them the first few times;
- need to have time on their own to express their emotions, watch what's going on and then they are happy to join with the other children;
- do not actually cry but wish to prolong the separation by clinging, demanding 'one or more cuddles' or wanting their parent to play with them or to read to them before they leave.

Separation anxiety may also arise 'out of the blue' and may result from changes to routine for your child, e.g. birth of sibling, moving house, change in school staff.



There are some things you can do to make separation easier.

- Be positive in your approach. If you are apprehensive your child can sense these feelings and will react to them.
- Children like to know what is going to happen in a new situation and are best prepared in advance.
- Try to leave time for a relaxed start to the day.
- Allow some time at the school, if possible, when you drop off and pick up your child. This may be helpful in making a happy start. Make sure you say goodbye to your child and tell them that you will see them later.
- When dropping your child at school be aware of signs that they are getting distressed. If they are upset or clinging, prolonging the goodbye can increase the amount of time separation anxiety is present or increase the intensity of the anxiety.

Don't let a problem grow or worry you. The teachers want your child to enjoy school so please talk to us or send us an email.



A Nurturing, Supportive, Play Based Learning Environment

It is our pleasure to provide a holistic education that promotes social, physical, cognitive, creative and emotional development in a culturally diverse setting. We would like to welcome you to our balanced play based learning environment that is safe, secure and nurturing, preparing students to succeed in school and life.

IGBIS looks forward to you and your family joining our school community.

IGBIS

INTERNATIONAL SCHOOL

IGB International School

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