

Newsletter - July 2021

Welcome to our newsletter for July 2021. Our school population has grown as there were several children joined us this month. These children are of different nationalities, such as Indian, Japanese, Filipinos and Russian. This is good news for all our children as they have more peers to interact with as well as exposing to different cultures.

During the beginning of July, we had carried out a Fire Drill exercise. This is the first ever Fire Drill for our school and for the children. Through the exercise, our children became aware of the danger of fire. The drill was for children to walk out of their classrooms and assembled at the school carpark upon hearing the alarm. The whole process took less than 25 minutes which was considered good as it was our first attempt.

21st July was Racial Harmony Day and we had carried out a celebration for the children. They came to the school in different ethnic outfits on that day. This event exposed them to learn that it is important to live harmoniously with people around them, even though they are from different cultures and backgrounds.

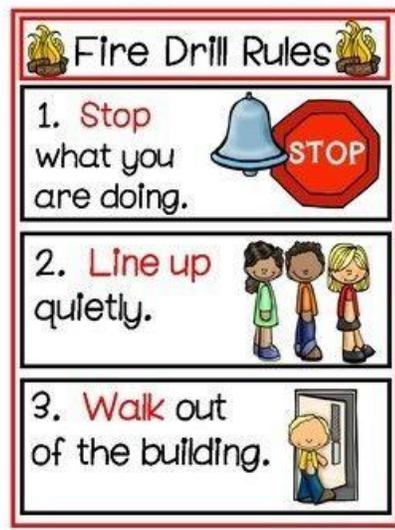
ECDA had informed us of the revised precautionary measure for preschools against COVID-19 during the third week of July. It was to be in line with the Multi-Ministry Taskforce's (MTF) shift to Phase 2 (Heightened Alert), and therefore further tightened safe management measures in preschools for the same period from Thursday, 22 July to Wednesday, 18 August 2021 to minimize the transmission of the virus.

In view of this extension of tightened safe management measures, the school seeks all our parents' understanding and cooperation to be vigilant and take all the necessary precautions against the spread of COVID-19 infections in our school.



Fire Drill

9th July 2021



The drill went with the scenario that there was a fire started in the kitchen on the second level. The alarm bell then started to ring.

Upon hearing the alarm, the teachers started to gather the children and line them up quietly and walked towards the exit doors that near their classrooms. They then walked down the stairs and assembled at the carpark outside of the school building.



Racial Harmony Day

21st July 2021



Children in different ethnic outfits. The celebration had brought awareness to the children that there are people from different backgrounds and cultures around them. It is important to be kind and friendly to them.

Rain Tree Sharing

How do the prepared environment and the prepared adult support the child's social development?



According to Maria Montessori, a prepared adult is an individual who believes in, observes, and develops a child's potential based on the work that he or she is captivated to do. The prepared adult is quiet but lively and can invite children to engage in work. To encourage a child to find a piece of work that attracts him or her, the environment plays an important role. An organized setting, also known as the prepared environment, allows a child the freedom to explore, work on materials of interest and promotes their independence regardless of the child's abilities, needs or age.

Hence, the prepared adult's priority is to pay attention to the child's immediate environment given its indirect impact on the child. The prepared adult is responsible for ensuring that the child's environment is clean and tidy, whereby the materials are easily accessible to the child and arranged in order from simple to complex. Materials are also to be aesthetically pleasing and in pristine condition with nothing missing and ready for the child's use.

The prepared environment is thus the result of the prepared adult. One cannot happen without the other. Both aspects work in tandem for a child's holistic development be it physical or cognitive. How is a child supported in their development, specifically, their social aspect then?

Maria Montessori famously described the prepared environment as a mirror of the child's social life. That is because the prepared environment by the prepared adult creates an atmosphere that is conducive to concentration. Maria Montessori believed that concentration was essential for "character formation" and was the basis for a child's social development. It is only through concentration that a child can organize his or her "psychic life", which cannot be determined by anyone else. It is through working with the materials that the child can develop his or her concentration.

On that point, a child is believed to work on materials that they are keen on. The prepared environment supports the child's social development by giving him or her the opportunity to freely choose work that they like, which contributes to the construction of an individual's identity which influences how he or she gains skills to interact with others and process their actions. Coupled with the presence of materials that are purposefully present in few quantities even if there are many children, a child is taught to respect others by showing patience and restraint. A child also gains socially acceptable behaviours like turn taking.

The freedom to explore the prepared environment also supports a child's social development by permitting and encouraging the practice of social interactions with others. As materials from simple to complex are readily available for the child's use, a less capable child may at one point be exposed to materials beyond their understanding. The child may be intrigued by the more complex materials tackled by others and seek to comprehend them by observing and asking questions. When answers are provided by the intended party, an exchange of words is created, and children learn how to communicate. Even if the child is unable to understand at the end and return to their work of interest, this mutual engagement allows children to note their limitations; learn how to respect each other's efforts, solve problems, and help one another if necessary.