



Welcome CDC Parents and Carers

# New Class Orientation

Toddler Class - 2023/03/06

2023/2/28







# Meet the Group Leader



**Eri Nagahama**

[eri.nagahama@oist.jp](mailto:eri.nagahama@oist.jp)

Point of contact for concerns after speaking with the class teacher.

Creates shifts and covers the classrooms when class teachers are on leave.

Formal and informal evaluation of classroom, safety checks, staff training and mentoring, class assignments, holds meetings with teachers monthly.



# About 2 Year-olds

## “Independence A.K.A. Stubbornly Assertive”

### Three Major Characteristics of 2-year-olds

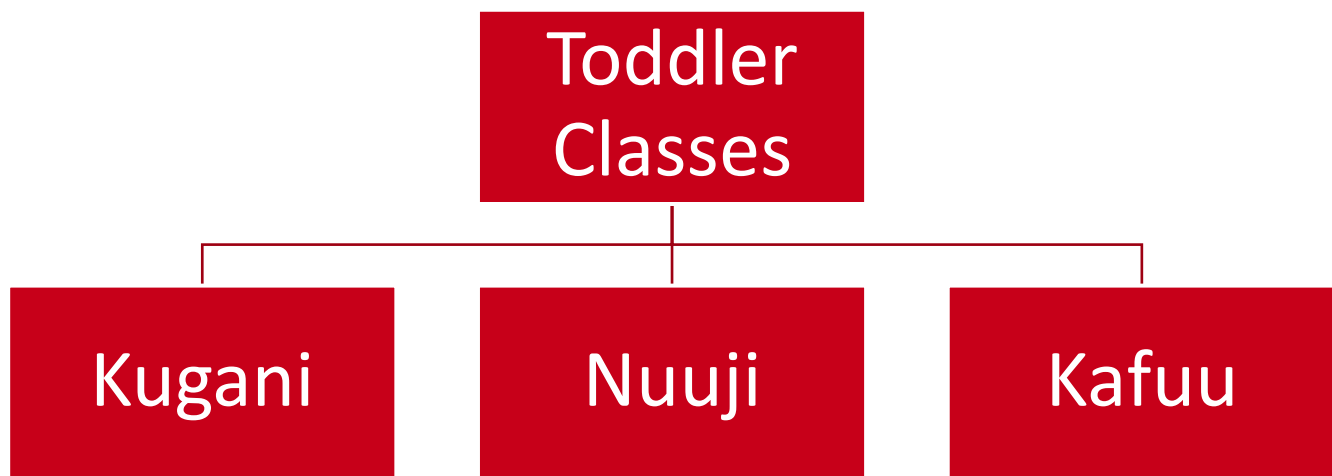
1) Stubbornness & Fussiness

2) Possessiveness

3) Actions before Words



# Overview of Class



**School Year 2023: April 1, 2023 - March 31, 2024.**

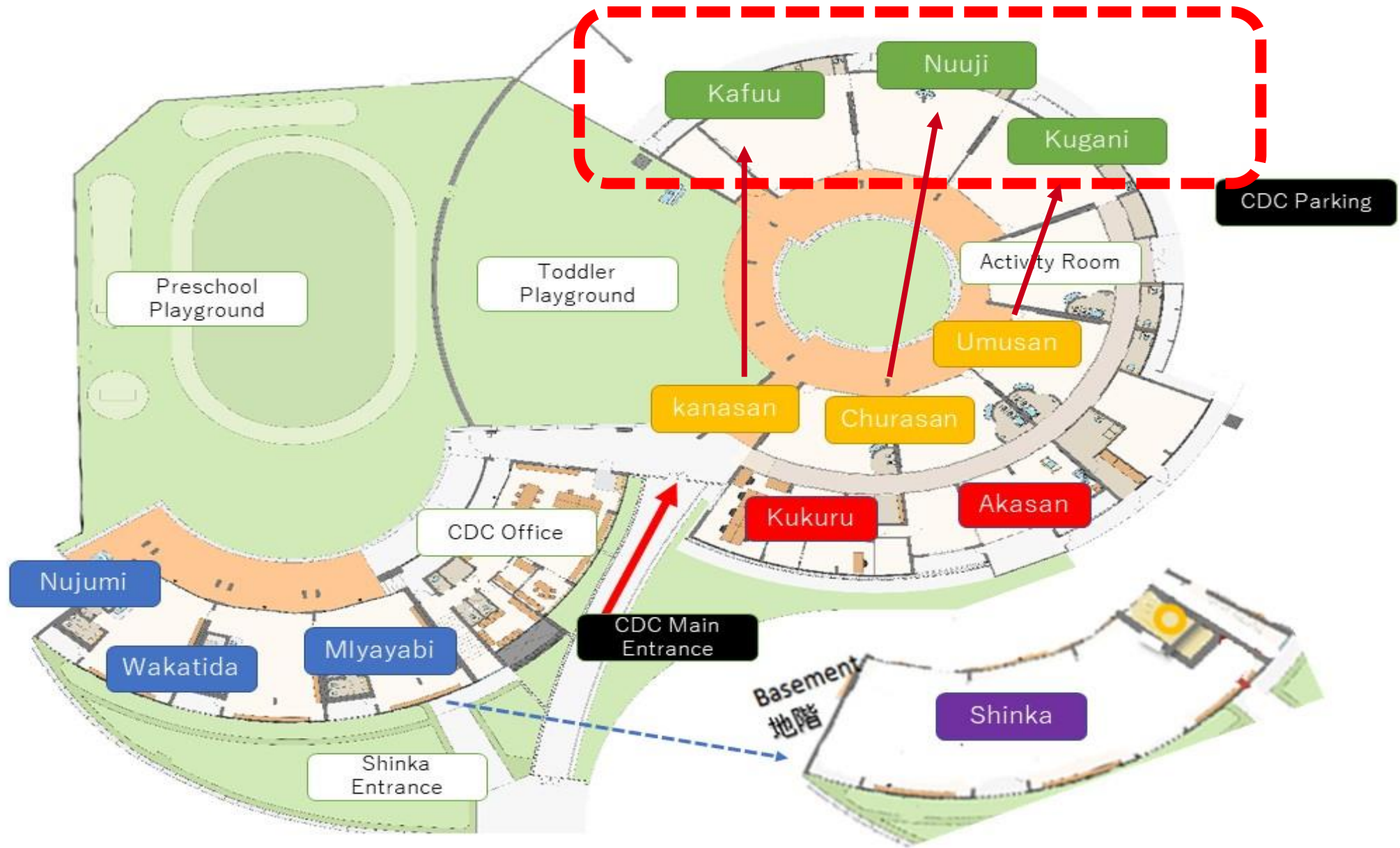
**Ratio = 1 teacher to 6 children**

**Each Toddler Classroom has 4 teachers (3 FT Teachers + 1 PT Teacher)**

**Introducing preschool fundamentals (Move up to Preschool from April 2024)**



# Classroom Location





# Yearly Nursery Plan / 年間保育計画

Educational/Nursery Goals		Caring			<p>○Help children live a comfortable life both physically and psychologically, understanding each child's rhythm of life in safe and healthy environment</p> <p>○Aid children spend time in peace while acknowledging their self-expressions and wants</p>
Yearly Phase	Phase I (April and May)	Phase II (June to August)	Phase III (Sept. and October)	Phase IV (Nov. and December)	Phase V (January to March)
Objectives	<p>○Develop an affection for care providers and spend time in a stable environment</p> <p>○Create a place for where care providers accept dependance, needs and anxiety of children.</p> <p>○Play freely with familiar seasonal feature during nature walk or outdoor play.</p>	<p>○Try to do things for themselves with care provider's supervision</p> <p>○Enjoy sensory play with care providers and other children.</p> <p>○Understand words needed for daily life and express their needs and wants through words</p>	<p>○Try to do things for themselves with care provider's supervision</p> <p>○Watch and touch to play with seasonal nature outdoor</p> <p>○Engage in verbal exchange with care providers and friends through daily life and play</p>	<p>○Take initiative to do simple things on their own</p> <p>○Engage in a simple dramatic/ expressive play together with other peers with care provider's assistance.</p> <p>○Feel the wintery weather and play cheerfully</p>	<p>○Find joy in doing things for themselves on their own</p> <p>○Start feeling a joy of playing with others and engage in dramatic/ group play</p> <p>○Play with others by expressing what they felt and experienced</p>
How we want the child to be	Health	<p>□Eat with care providers and other children in a pleasant atmosphere</p> <p>□Enjoy interacting with care providers and finding things to play with</p>	<p>□Use toilet for elimination with encouragement, use gestures and words to let people know of the urge</p> <p>□Change clothes with assistance as perspired</p>	<p>□Take initiative going to a toilet telling desire for elimination</p> <p>□Enjoy plays with motions</p>	<p>□Attempt to eat with chopsticks</p> <p>□Wash hands and gurgle by themselves and try to change clothes as they notice the need</p> <p>□Try to put clothes on their own on knowing the right side</p> <p>□Clean after toileting and wash hands by themselves</p>
	Human Relationships	<p>□Spend time in comfort through a stable interaction with care providers</p> <p>□Greet, call and play with care providers and other children</p>	<p>□Play with their feelings acknowledged by care providers</p> <p>□Play with other children when they can</p>	<p>□With care provider being a mediator, learn about simple rules and turn taking through playing with friends</p>	<p>□With care provider being a mediator, attempt to demonstrate concerns for other's feelings</p> <p>□Enjoy games with simple rules with care providers</p> <p>□Play by mimicking care providers and other friends</p>
	Environment	<p>□Get interested in own belongings, cubby, shoebox and such</p> <p>□Enjoy spring features such as flowers and insects</p>	<p>□Enjoy texture of water, sand and soil with care providers</p> <p>□Grow vegetables with care providers and look forward to the harvest</p>	<p>□Enjoy running and playing with play structure, tricycles and balls.</p> <p>□See and touch natural features during nature walk</p>	<p>□Use natural materials collected during nature walk and create things with them on their own</p> <p>□Feel wintery nature and arrival of spring season through outdoor play and nature walk</p>
	Language	<p>□Enjoy finger play and songs with care providers and friends</p> <p>□Enjoy story time</p>	<p>□Enjoy reading and listening to picture books and story books</p> <p>□Express their needs and wants through words</p>	<p>□Take interest in names of things around them through play</p> <p>□Enjoy listening to simple stories and repetitive words</p>	<p>□Enjoy verbal exchanges using familiar words and names of things with others</p> <p>□Enjoy conversation with care providers and friends through daily life</p>
	Expressions	<p>□Enjoy moving or singing to the rhythm with care providers and friends</p> <p>□Enjoy getting favorite book or story read</p>	<p>□Draw pictures freely using familiar materials</p>	<p>□Make something using familiar materials</p>	<p>□Enjoys music by playing instrument or dancing to the rhythm</p> <p>□Enjoy drawing something of their interest using crayon-pastel</p>



# Curriculum and Activities

## Partial-immersion Dual-language Program

### Thematic Learning:

- The use of themes is a practical and logical way to begin curriculum planning. The themes are based upon what the children know and see every day, as well as the children's interests.
- The themes are age-appropriate and in general span the length of 2 weeks, overlapping one Japanese lead morning and one English lead morning.
- Teachers are expected to discuss with each other the plans and coordinate the sharing of materials and mirror activities, and key words in English and Japanese.




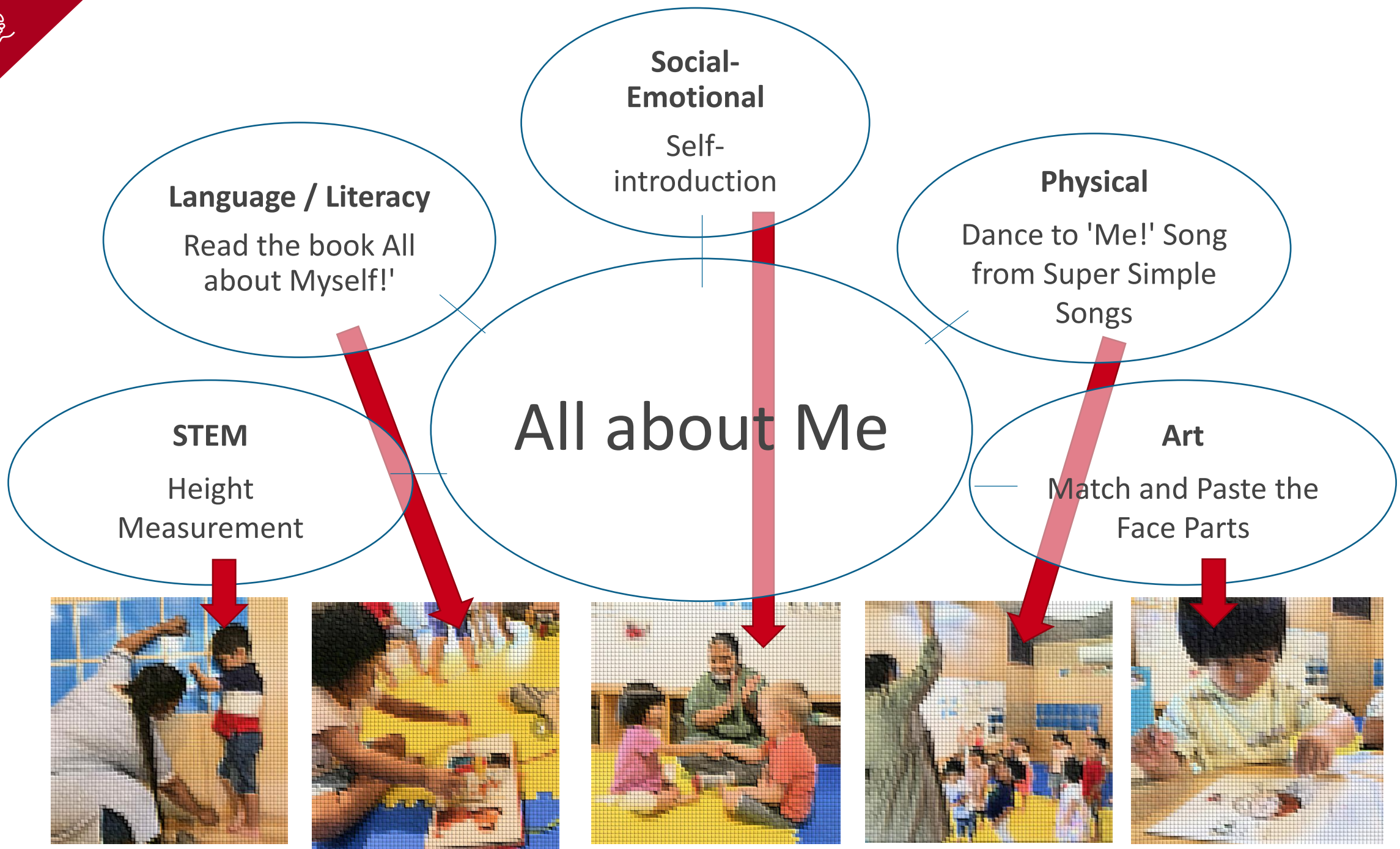
# Tedako CDC Toddler Theme Chart Sample

	Spring										Summer	
E: English J: Japanese	J	E	E	J	J	E	E	J	J	E	E	J
Date	4/5-	4/11-	4/18-	4/25-	5/2-	5/9-	5/16-	5/23-	5/30	6/6	6/13	6/20
Kugani	Begining of Class / Get ready for new class		All about Me	Health		My Family		Life Cycle-Plants		Safety		
Nuuji			All About Me		Life Cycle-Plants		Health		My Family		Animals-Pet	
Kafuu			All About Me		My Family		Life Cycle-Plants		Health		Water	
	Summer											
E: English J: Japanese	J	E	E	J	J	E	E	J	J	E	E	J
Date	6/27	7/4	7/11	7/18	7/25	8/1	8/8	8/15	8/22	8/29	9/5	9/12
Kugai	Water		All about Art		Animals-Pet		Community Helper- Essential Workers		Food and nutrition		Dinosaurs	
Nuuji	Safety		All about Art		Water		Dinosaurs		Community Helper- Essential Worker		Food and nutrition	
Kafuu	Animals-Pet		All about Art		Safety		Food and nutrition		Dinosaurs		Community Helper- Essential Worker	





 OIST		Tedako CDC Weekly Plan てだこCDC・週間保育計画		2	Year(s) 歳児		Class クラス	2021/9/13	~	2021/9/17			
Theme テーマ	All About Me	# of Children 園児数	12	People 人	Class Teacher 担任				GL 主任			Mng. 管理	
Children's State of Previous Week 前週の子どもの姿						Goals / Objectives ねらい				Events 行事			
The children had fun time learning about sea animals and its related activities. The children started to clean up their plates and soup bowl after lunch to get changed up. They started to use the pencils for tracing and learning to hold the grip. They will do better with more practice and time.						Focus on emotions, family, and learning more about ourselves.				*Birthday Party - 17th			
	Social-Emotional 社会・情緒	Physical 身体		Language / Literacy 言語・識字		STEM ステム		Art 芸術					
Content 内容	Self Introduction	Dance to 'Me!' Song from Super Simple Songs		Read the book 'All About Myself!'		Height Measurement		Match and paste the face parts					
Anticipated Activities of Children 予想される園児の活動	The children will tell who they are, like name, age, etc in small groups of friends.	The children follow the actions and learn their body parts with the song.		Practice the everyday routine with the children in the class room.		Measure how tall the children is and cut a string to that length. Compare with friends and family to see their growth.		The children will paste the face part at their respective places.					
Environmental Organization・Assistance 環境構成・保育者の援助	The teacher will give a demo first and encourage the children when they feel shy.	Make sure to have enough space between children and pratice the songs everyday.		Assist them when they need help and appreciate their work.		Use the measuring scale and let the children take turns.		Show them how to do it and help them when they need.					
Partnership with Family 家庭との連携	Share the activity with parents and encourage their child to show them at home.	Share the song with parents.		Share the children's effort to being independent to parents and ask them to encourage/appreciate the children when they do something on their own.		Write about this in Class Dojo and ask them to compare their growth.		Give appreciation for the art and share with parents on Class Dojo.					
Reflection and Evaluation 反省・評価													



# Self-care Skills

**Self-care Skills** – including dressing/undressing, eating, washing hands and drying hands with paper towels, and more.

## - Organization Skills

Involving the ability to establish what tasks that you need to do, by when and how.

## - Toilet Training

It takes a team effort! Plan with your teachers when your child is ready.





# Expected Outcomes

- **Social-Emotional Development**
- **Cognitive Development and Language Development**
- **Mathematical Skills & Scientific Thinking**
- **Physical Development**
- **Basic Self-help skills**





# Assessment

## Assessment Tools:

- Developmental Checklist ( 5 times a year )
- Portfolios (monthly entries called Individual Development Plan )
- Observational notes (weekly plan notes and reflections )

## Parent-Teacher Conference:

- Held twice a year, June and February



# Classroom Set Up



Kafuu



Kugani



Nuuji





# Classroom Set Up



White board



Toilet





# Classroom Set Up



Cubbies





# Daily Schedule

8:00	~	9:25	Handwashing / Child Initiated Play	登園・排泄・手洗い・自由遊び
9:25	~	9:50	Handwashing/Morning Snack	手洗い・おやつ
9:50	~	10:00	Toileting/Handwashing	排泄・手洗い
10:00	~	10:20	Morning Circle Time	朝のサークルタイム
10:20	~	10:50	Teacher Directed Activity・Temperature Check	設定保育/検温
10:50	~	11:00	(Toileting) / Handwashing	(排泄)・手洗い
11:00	~	11:30	Lunch	食事
11:30	~	12:00	Toileting/ Handwashing/ Naptime Preparation	排泄・手洗い・午睡準備
12:00	~	14:30	Nap/Rest Time	午睡
14:30	~	14:55	Toileting /Handwashing	排泄・手洗い
14:55	~	15:15	Afternoon Snack	午後のおやつ
15:15	~	15:25	(Toileting) /Handwashing	(排泄)・手洗い
15:25	~	15:45	Afternoon Circle Time /Temperature Check	午後のサークルタイム・検温
15:45	~	17:00	Child Initiated Play	自由遊び
17:00	~	17:15	Toileting/Transition to Outside Play	排泄・屋外遊び準備
17:15	~	18:00	Outside Play/Departure	屋外遊び・降園

## Outside Play Time (April – July)

09:30-10:15	Umusan
10:15-11:00	Churasan
14:30-15:15	Kanasan
15:30-16:15	Nuuji
16:15-17:00	Kugani
17:15-18:00	Kafuu



( Toileting ) for potty training child( ren ) (排泄)はトイレトレーニングの園児のみ

\*Gross motor activity or alternative activities will be offered as needed when outside play is not available.

The outside play time may vary when waterplay is implemented.

\*外遊びができない場合、粗大運動などの活動を提供します。また、水遊びを行う際は外遊びの時間に変更がある場合があります。



# Pick Up and Drop Off Routine

## Morning Drop Off

- Sign in on a class tablet
- Class teacher takes child temperature
- Quick goodbye
- Please drop off between 8:00-9:30
- Drop-off during nap/ rest time is discouraged

## Afternoon Pick Up

- Sign out on a class tablet
- Please watch children after pick up
- Late fee for pick up after 6pm



# Upon Drop off...

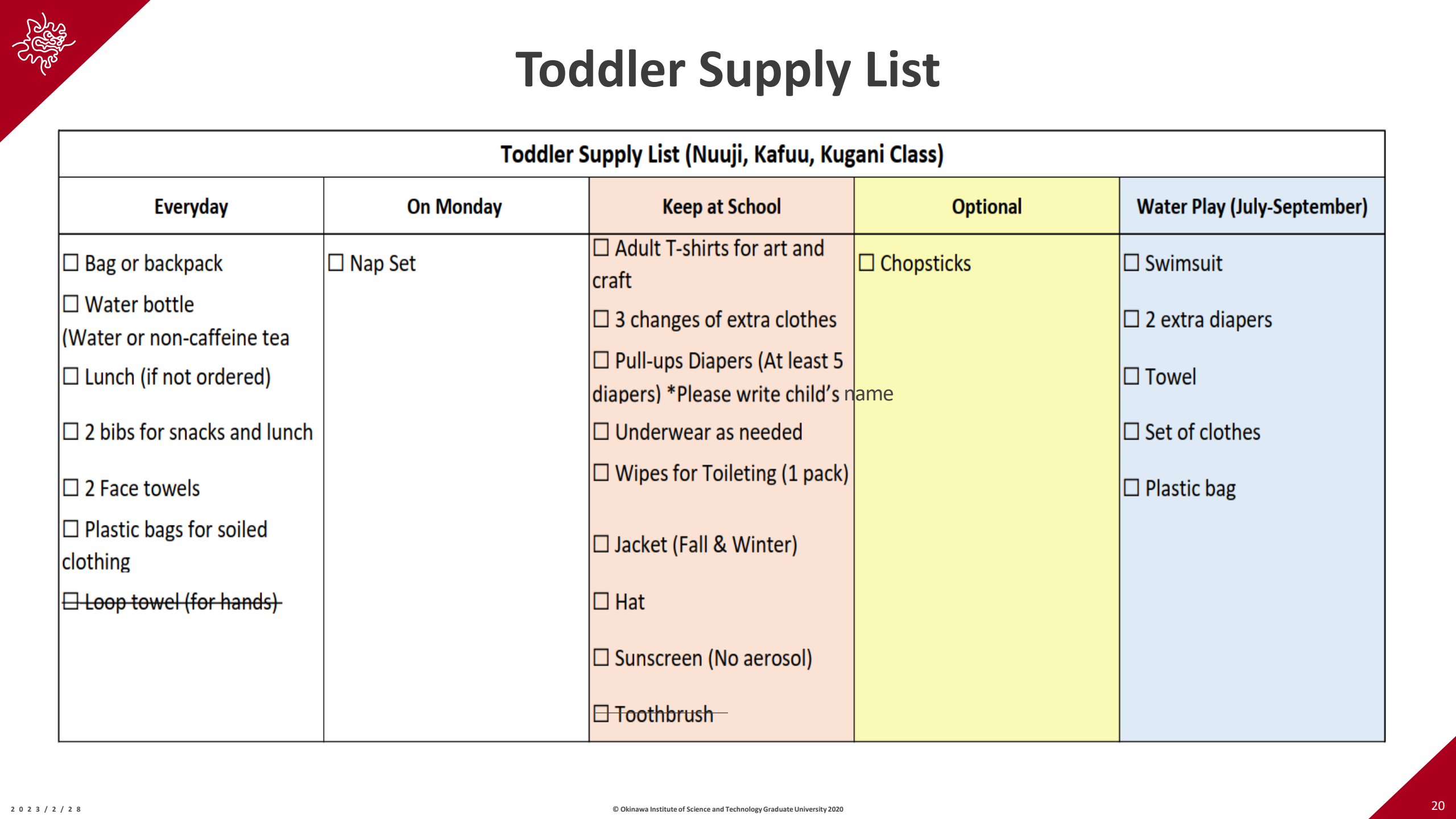
- **Status Update**

Sleeping, eating, mood, any incident happened at home, etc.

- **Bib and Towel Organizer at the Entrance**

We would appreciate if parents can place their own child's bib and towel in the holders during drop-off in the mornings.





# Toddler Supply List

Toddler Supply List (Nuuji, Kafuu, Kugani Class)

Everyday	On Monday	Keep at School	Optional	Water Play (July-September)
<div><input type="checkbox"/> Bag or backpack</div> <div><input type="checkbox"/> Water bottle (Water or non-caffeine tea)</div> <div><input type="checkbox"/> Lunch (if not ordered)</div> <div><input type="checkbox"/> 2 bibs for snacks and lunch</div> <div><input type="checkbox"/> 2 Face towels</div> <div><input type="checkbox"/> Plastic bags for soiled clothing</div> <div><input type="checkbox"/> <del>Loop towel (for hands)</del></div>	<div><input type="checkbox"/> Nap Set</div>	<div><input type="checkbox"/> Adult T-shirts for art and craft</div> <div><input type="checkbox"/> 3 changes of extra clothes</div> <div><input type="checkbox"/> Pull-ups Diapers (At least 5 diapers) *Please write child's name</div> <div><input type="checkbox"/> Underwear as needed</div> <div><input type="checkbox"/> Wipes for Toileting (1 pack)</div> <div><input type="checkbox"/> Jacket (Fall &amp; Winter)</div> <div><input type="checkbox"/> Hat</div> <div><input type="checkbox"/> Sunscreen (No aerosol)</div> <div><input type="checkbox"/> <del>Toothbrush</del></div>	<div><input type="checkbox"/> Chopsticks</div>	<div><input type="checkbox"/> Swimsuit</div> <div><input type="checkbox"/> 2 extra diapers</div> <div><input type="checkbox"/> Towel</div> <div><input type="checkbox"/> Set of clothes</div> <div><input type="checkbox"/> Plastic bag</div>





# Supervision of Children, Guidance & Discipline

- **Supervision of Class/ Proximity**

- Line of Sight Supervision
- Head Counting

- **Guidance Strategies**

Strategies Toddler Class Teachers use:

- Positive Guidance
- Redirection/ Distraction
- Modeling
- Talk about Causes and effects
- Help children express their emotions in appropriate ways



# Policies

Health & Safety – Child Illness Policy

<https://groups.oist.jp/cdc/health-and-safety>

Medication Policy

[https://groups.oist.jp/sites/default/files/imce/u774/Medication%20Authorization%20Form\\_0417\\_EJ-1.pdf](https://groups.oist.jp/sites/default/files/imce/u774/Medication%20Authorization%20Form_0417_EJ-1.pdf)

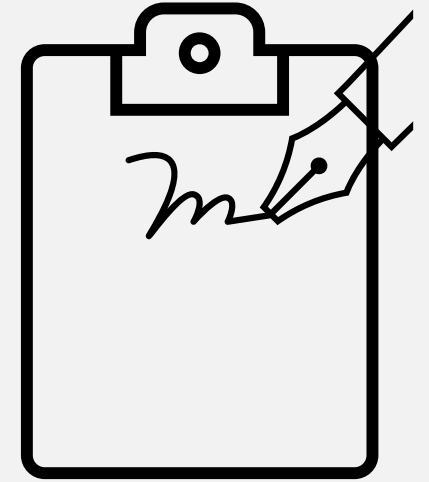
Sun Protection

<https://groups.oist.jp/sites/default/files/imce/u372/5.%20Sunscreen%20Authorization%20Form%20%28EJ%29%200514.pdf>



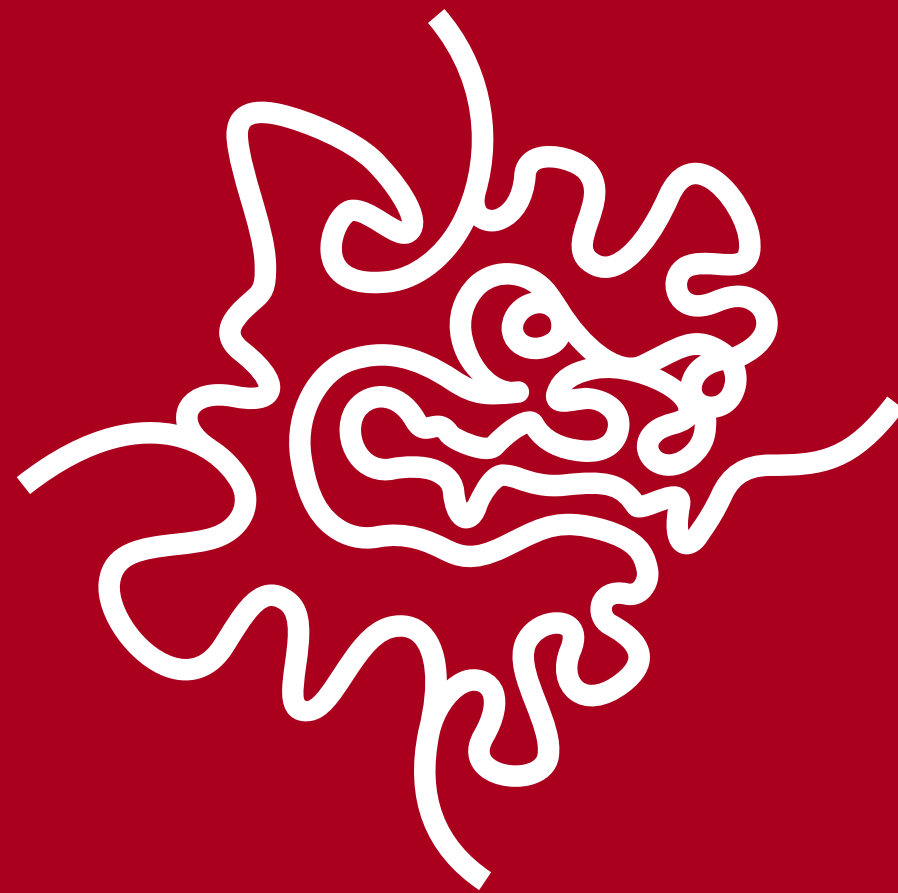
Please  
remember  
to...

Sign in/out on Tablet



Write your child's name  
on every item including  
diapers!





**Thank you!**