



75-77 S 3RD ST. BROOKLYN NY 11249 | MIESCUELITA@MIESCUELITABROOKLYN.COM
MIESCUELITABROOKLYN.COM

MI ESCUELITA PURPOSE

Mi ESCUELITA is based on the belief that children have curiosity and interest in constructing their learning. We cultivate the intellectual, emotional, social and moral development of children.

At Mi ESCUELITA, we believe there is an urgent need to transform our schools into spaces that expand playful pedagogy. This can open an inexhaustible source of joyful experiences, both children and adults participate in a shared everyday happiness.

We reevaluate this “way of being in a school” in which the imagination, involvement and learning through playtime and creative expression are key.

Mi ESCUELITA opens the door to a creative space in which children are offered access and exposure to a wider range of possibilities than is offered in regular school settings, which not only stimulates children's natural talents, it also prepares children for a better life!

The development of spoken language and communication are critical in the early years of a child. Vocabulary is constantly developed beginning in childhood and continuing into adult life. Mi ESCUELITA offers and encourages conversation in two languages. English and Spanish are used in stories, songs, poetry, and through everyday conversations in a natural and broad way.

Children are very sensitive to their environment, absorbing and integrating elements, so the space used both inside and outdoors has a strong emphasis on beauty, order and simplicity.

Mi ESCUELITA challenges child educators to capture each child’s magic. We can offer the children different and enriching learning experiences which then channels their ideas, inventing and allowing a gentle passage through childhood education.

Nutrition is very important in early learning. To understand the importance of vegetables and fruits, organic and wholesome products support the development of each child.

The components of Mi ESCUELITA:

*** The image of the child**

All children have preparedness, potential, curiosity and interest in establishing relationships and engaging in social interactions. Children build and learn, negotiating with everything the environment offers them.

*** Relationships and interactions of children**

Education should focus on each child, not in isolation but in relation to the family, other children, educators, the school environment, and the community.

*** The role of parents**

Parents are an essential and active part of the learning experience of children. Parent involvement is essential to the welfare of children and can be done in several ways: daily interaction at school drop-off and pickup, discussing educational and psychological issues with educators, and participation at special events.

*** A friendly school**

The composition of the physical space is welcoming and supports meetings, communication and relationships. The arrangement of structures, objects and activities encourage active choices, problem solving, and new discoveries in the learning process.

*** Time and Continuity**

Adhering to a regular schedule assists in better learning, but in planning the day's activities and projects, children's personal rhythms are taken into consideration.

*** Teachers and children as partners**

Observant, attentive, and reactive educators watch and listen to each child. The role of educators requires continuous learning and research, which can be carried out with the kids collaboratively. After observing children at work, educators choose what to offer and how to support children in their exploration and learning.

*** Artists, professional musicians and dancers**

Artists and musicians work closely with children at Mi ESCUELITA. All children and teachers explore expression and create thoughts in a dedicated area that supplies a wide variety of materials, tools, and resources.

*** Cooperation and collaboration**

Teachers work in pairs in each classroom. Collegial relationships and exchanges between educators provide continuous professional instruction and enrichment theory.

*** Project-based learning**

Projects are detailed research that can begin with any casual event, an idea or a problem discovered by one or more children, or experiences directly initiated by educators. Projects can last from several days to several months.

*** Documentation**

Our documentation includes transcripts of comments from children including their discussions, photos of their activities, and representations of their thinking and learning in different media. These function in several ways: making parents conscious of the experiences of their children, allowing children to better understand and evaluate their own work, and promoting their professional growth. We facilitate communication and the free exchange of ideas between educators. We appreciate children's efforts, creating a file that traces the history of their time in the school and engaging the pleasure of learning for all at MI ESCUELITA.



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MI ESCUELITA

EMERGENT CURRICULUM (SCOPE OF IDEAS)

Our curriculum is built on play and hands-on experiences to challenge the physical, intellectual, social and emotional domains of the growing child. While offering children the opportunity to explore and discover their environment, we help them to develop their interests and express their feelings appropriately as they learn.

The daily schedule includes dramatic play, blocks, art, music, movement, gardening, and cooking. These are the scaffolding upon which literacy, math and science are engaged.

This is a scope of the ideas that we approach...

1. CONNECTIONS + RELATIONSHIPS + PATTERNS

- Self-direction
- Discovery

2. SPORTS + MOVEMENT

- Teamwork/cooperation
- Dance, music

3. COMMUNITY RESOURCES

- Field Trips
- Gardening

4. DIVERSITY + CONFLICT (SIMILARITIES AND DIFFERENCES)

- How to resolve conflict
- How are we the same/different through Art & Literature
- Perspective Consciousness

5. CHANGE

- Seasons, cycles

6. STORYTELLING

- Create and illustrate stories
- Being read to
- Drama, acting

7. REBELLION - CREATIVE THINKING

- Paradigm Shifting
- Coloring outside the lines/outside of the box

POSSIBLE ACTIVITIES & PROJECTS:

- *PAPER MAKING
- *PLANTING
- *PAPER CONSTRUCTION – FOLDING, SEWING, PAPER MACHE, MURALS
- *MOBILES – MAKING PUPPETS
- *EXPERIMENTS – SCIENCE ACTIVITIES (SOUND & SMELLS)
- *COOKING – (PREPARING SNACK)
- *MODELS – CITY, BUILDING BLOCKS
- *SCRAPBOOKS – PARENTS/KIDS DRAW & WRITE ABOUT: SEASONS, EXPERIENCES
- *COLLAGE – WATERCOLORS
- *PAINTING – PRINTMAKING (POTATOES, LEAVES, FINGER-PAINT, ETC...)
- *MAKING MASKS (CLAY, PAPER CUT OUTS)
- *PHOTOGRAPHS (POLAROID – DAILY OR WEEKLY, CREATE DIARY, YEARBOOK)

- ***PERFORMING:** (PUPPET SHOW – SONGS – PLAYS)

***FIELD TRIPS:** MUSEUM/GALLERIES – BOTANICAL GARDENS – FARM – BAKERY – PRINTSHOP
ARTIST STUDIO – FIREHOUSE – TRANSIT MUSEUM – SCIENCE MUSEUM (QUEENS)

THEMES:

- *COLORS... EACH WEEK / SEASON A DIFFERENT COLOR
- *SEASONS... LEARN ABOUT CYCLE OF LIFE...
- *ANIMALS

*We welcome any ideas and suggestions from parents. If you feel the desire to become part of an activity, bring a project, or just join us on a fieldtrip, please feel free to discuss it with us. Your active participation is the key to success in your child's first years of learning process.

¡Muchas Gracias for your cooperation and participation!