

International Sunshine Home



The **Work Book**



2020 - 2021



China



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Introduction

Welcome to Sunshine Home

We welcome you to our growing family!

While our students are our first priority, our teachers are a very close second.

We know that the impact we have on the lives of our teachers is immense and we promise to treat you with the respect and dignity you deserve both as an employee and as a person. We will do our best to provide a home-like environment for you.

It's in our DNA to respect our colleagues as the individuals they are and we will walk with you on your journey to grow and develop as a teacher and as a person.

When you join our team, we put our trust in you in matters large and small. That can be as simple as not using an employee punch clock and as important as entrusting you to serve as role models for our children and your peers.

Communication is always a challenge at any company and even more so in a multicultural and multilingual environment. We are aware of this challenge and pledge to do our best to rise to the occasion!



Don't hesitate to express yourself to ask for help and to offer constructive criticism. We encourage feedback, including constructive criticism offered in the spirit of mutual good faith.

That's the best way for all of us to improve and we promise to work with you to make Sunshine Home better and better

over time.

Thanks to our amazing and committed team, we have been fortunate to grow quickly over the past decade. We are deeply aware that our colleagues are our most important resource and the foundation of all that we do.

It's our honor to provide a career path for teachers so that we can all grow and develop as individuals, as a family and as a company.

We also understand the importance of a healthy work-life balance. It's only common sense that a happy teacher makes for happy children! A positive teacher creates a pleasant environment for colleagues just as much as for our students.

By Jeanny



On behalf of everyone here at Sunshine Home, we are glad to welcome you as one of our newest family members!



Greetings

One of our school system's strengths is that it combines the insights and approaches of educators from the West and from China. The organization has a robust curriculum and teaching approach that relies on a Western approach -- positive reinforcement, emphasis on creativity and small class sizes. At the same time, the local and foreign teachers are careful to respect and celebrate both Chinese and Western cultures.

The Montessori method is an inspiration for Sunshine Home, which includes input from licensed Montessori instructors. The hallmarks of a Montessori classroom include uninterrupted blocks of time to work on the subject matter that is of interest to them, whether it is mathematics, language, geography, etc. Students direct their own learning, with teachers tracking interests and progress over time, modeling proper behavior and grace, and teaching self-control rather than a dependence on external discipline.

Sunshine Home also focuses extensively on language development. Students and staff use English and Chinese both in class and in their daily work, creating an immersive language environment. Native-language instructors teach Chinese and English classes.

With at least three staff members for each class of 18 students, the school uses a low teacher-student ratio to tailor each class to the needs of the students and to increase classroom safety.

The school's curriculum includes monthly subject blocks that build over time and that are periodically reinforced. Popular themes include Animals, Family and Friends and Outer Space. The subject matter is age-appropriate -- while sophomores under the age of three are learning basic words like "the sun," our six-year-old seniors are exploring the life cycle of a star.

The main teaching methods include structured game play, music and dance, independent study,

group story time and play-based activities. Unlike traditional local schools, the staff avoids group recitation, call-and-response and formal lecturing methods. Students are not assigned homework.

Students are divided into groups by English level rather than age. Sunshine Home uses English levels to organize its students because mixed-age classrooms mirror the natural learning method of children, which includes learning both from parents and from their brothers and sisters. Younger students look up to, learn from and aspire to be like their older classmates. Older students earn the confidence that comes from demonstrating subject mastery, teaching what they know and being the object of affection and admiration.

With students from more than a dozen countries including China, England, New Zealand, Pakistan, Russia, the U.K. and the U.S., Sunshine Home is experienced in addressing the needs of international families.



Sunshine Home Mission

Mission Statement

We turn children into lifelong students who are:

Independent thinkers;
Social communicators, and ;
Loving people.

Priorities: Safety, Happiness and Education

Safety must always be the first priority of any person or school working with children. Our children are the most precious things in the world and we take our responsibility to keep them safe seriously. At Sunshine Home, we teach children to follow our safety rules. We always explain why we have those rules and what might happen if we don't follow the rules. At Sunshine Home, safety is not just an idea, it's our first and foremost priority.

Happiness is not just a goal but a basic right. Both our children and our staff deserve to learn and work in an environment that prioritizes happiness. We believe that learning should be a joyful experience and smiles and laughter are built into our daily schedule. We use lesson plans that build on what our children naturally enjoy and have fun doing. We also work hard to create a culture of love and affection between the staff and children and amongst the staff.

We are deeply committed to helping our children learn all that they can by focusing on the language and ideas that are interesting and appropriate to

their intellectual level. We spend a significant amount of time on language learning because the ability to communicate, whether in English or in Chinese, is an invaluable skill that our children will use throughout life. To learn by doing is far more meaningful than rote repetition. Most of all, we want children to develop a lifelong love of learning, where they are excited by challenges, inspired by new ideas and eager to try new things.

Sunshine Grade Levels

Sunshine Home places our students into four different grades. Our youngest students are Freshmen, who are under the age of two. Sophomores are between the ages of two and three years old. Juniors are between the ages of three and five and placed into individual rooms based on their English skills, rather than by age. Seniors are students who are eligible for first grade admission in the next academic year.

Freshman	Under 2 years old
Sophomore	2 - 3 years old
Juniors	3 - 5 years old
Seniors	6 years old



Sunshine Support Network

Whether you're new to teaching or a seasoned professional, it can be a bit of a struggle adjusting to a new job, especially when that job is in a strange new place. In addition to the hassles of setting up your life in the first week or two, such as finding an apartment and getting a banking account (see: The Life Book), your first two months in the classroom are going to be trying. You need time to adapt to many things: teaching your students, managing your classroom, working with your teaching team and adjusting to Sunshine Home's daily routine.

Fortunately, Sunshine Home has a support network committed to helping you be happy and successful in the classroom and in Xiamen. Here's a little introduction to the various sources of support for helping you become the best teacher you can be at Sunshine Home and for navigating this wild new place!

Foreign Teacher Advisors

The foreign teacher advisors are here to help you with all of the daunting aspects of moving to and settling into a new country. They will pick you up from the airport when you arrive and take you to your hotel. They help you with the necessities of life: housing, banking, health, cellphones and more! In the first few weeks

you will spend a lot of time together performing various tasks for living comfortably and legally in Xiamen. As long as you're here, they will assist you with any visa questions, take you to the hospital, help you apartment problems and support you in all things. You'll learn more about the foreign teacher advisors in Sunshine Home's Life Magazine.

Academic Coordinators

The academic coordinators are here to help all new and current teachers. They are one of your greatest resources for advice, especially when you first begin.

They are here to provide teaching resources such as lesson suggestions and material resources. They also help you understand and effectively use these materials and ideas.

Basically, they are here to help teachers best serve our students. They will make time to come and speak with you or observe an issue in your class whenever you need.

If you ever have a question about teaching, the academic coordinators are there to help you find an answer.

Foreign HR Supervisor

The Foreign HR Supervisor plays a vital role in helping the school and the teachers stay on the same page in terms of the classroom, work and life. The foreign teacher supervisor helps main-

tain staff satisfaction, encourages teacher retention, supports principals with managing teachers and plays a key part in teacher recruitment and visa provision. The foreign teacher supervisor also engages in cross-cultural training.

Your Teaching Team

As a lead teacher, you will have a teaching team comprised of yourself, a bilingual co-teacher and a caregiver. Each of you has an important role in educating and caring for your children. You as lead teacher take ... well ... the lead, but there's also much you will learn from your support team!

As a teacher new to your class, your teaching team will be a wealth of knowledge regarding your students (their personalities and skill levels), the class routine and much more. They will do everything they can to help you transition easily into the role of lead teacher.

Teachers in China are given a great deal of respect and this is a wonderful thing. But this respect can make it hard for co-teachers and caregivers to proactively come to a lead teacher with their insights and suggestions. They may have strong opinions but be reluctant to speak directly with you.

The best way to learn from the insights of your team is by actively fostering genuine communi-



cation with your co-teacher and caregiver. Hold regular meetings, reassure them that you want feedback and create a pattern of openness and communication. Teams work best when everyone learns from everyone else.

You also want to work with your team to go over common issues that arise in class and how you expect everyone to deal with them. Creating clear plans and procedures before class makes it so much easier for everyone to know what to do when something comes up that requires teamwork.

Your Principal

Every school has a principal. The principal's job is rewarding, challenging and busy! Typically they are highly experienced Sunshine Home teachers who rose up through the ranks. They know the kids, classes and teachers on

a deep level.

We have weekly meetings where principals notify teachers of upcoming events and issues that require attention. If something is coming up (for example, a student observation or a parent meeting), they will personally inform you.

Principals are there to answer questions and solve problems. If you have classroom management or teamwork concerns, ask them. If something's physically broken in the classroom or prep area, tell them. If you are planning a holiday and want to ask for leave, they are the ones to inform.

Principals, just like everyone else, are here to help you!

David and Jeanny

David and Jeanny are also amazingly helpful. You will see them

around throughout the week and they can always be reached by email. They warmly welcome any questions, concerns or suggestions you may have, whether professional or personal. They genuinely care about helping you to be happy here and they will do everything they can for you.

They want to make working for Sunshine Home the best it can possibly be. If they can't answer your question, they will send you in the right direction or help get the process in place to provide you with whatever you need.

Sunshine Principles and Pedagogy

Sunshine Home extensively uses elements of Maria Montessori's educational theory and practices. Ms. Montessori was an early proponent of the idea that children are fundamentally oriented toward learning through discovery and exploration. She noted that what a casual observer would call play is actually the essential process of a child exploring, discovering and learning how the world works through the child's physical senses.

Key Principles

Ms. Montessori developed a set of core principles to understand how a child learns and how to foster human development.

- Hands-on Learning** Hands-on exploration is not only encouraged, it is necessary. By using the mind, the body and the senses, learning becomes an activity that engages the whole self.
- Prepared Environment** The environment is prepared in every way for optimal development: physically, cognitively, socially and emotionally.
- Freedom of Choice** Freedom within limits allows for the natural development of self-regulation within the society of the classroom.
- Independence** Children strongly feel the need to develop independence -- to do things for themselves and to participate in the world around them.

Key Practices

Ms. Montessori also developed practical rules for a classroom.

- Everything in its Place** Each room has a specific place for each item and activity.
- One Tray at a Time** A child must properly clean up one tray before taking another.
- Respect for Materials** Students must understand how trays are used and stored before giving it as a choice.
- Respect for Others** Each student should allow all the other students to work with an individual tray without interruption. This is also a concrete way in which we teach respect for our peers.
- Model Proper Behavior** Teachers have the responsibility to serve at all times as an example for our students. We put things away properly and care for our environment and for each other. We never raise our voice or speak crossly to others.
- Respect** Respect also means handling items with care. Teach and model carrying a chair with two hands, low and in front of you. This is a safety first issue.

Work Rugs

If your classroom uses individual student rugs as a work space for a student to work with a tray, teach the correct way to use a rug. The student takes out a work rug first and then the tray. When finished, the student needs to roll up the rug nicely and return it to the rug basket.

Activity Trays

Every classroom has dozens of materials on trays for students to use when the class is not involved in a group activity. An activity tray contains one set of material with a dual purpose: the material should be fun for the student to use and it should have an educational purpose.

An example of an activity tray is Animal Stacking Boxes, which a student can use to discover: sizes big and small; how some fit inside while others do not; balance in creating a tower; and categories of animals (Ocean, Forest, Zoo, and Farm). Another example is Rainbow Sound Blocks, which a student can use to discover: subtleties of sound differences; colors and how they change how you see things in the room; how mixing colors can create another color; and, using simple shapes to create a more complex design.

For both new and ongoing students, an important part of what we do is to help the children learn how to use the activity trays and how to respect the materials and each other during individual time. We practice how to get a tray from the shelves, how to use the materials, how to put everything back in its proper place,

and how to respect the space and activity of other students.

An activity tray only goes onto the classroom shelf if the students are able to handle the materials and if the students have had a formal introduction during circle time to the tray and its proper usage. The students should first be taught during circle time how to use the tray and its contents.

When deciding what trays to have on your shelves for an individual group, it's important to consider the intellectual skills of your students. A working microscope that makes a great activity for a senior classroom would be inappropriate for a sophomore classroom. The students in a class should be able to use an activity tray for its intended purpose for the tray to be on the shelves.

Activity trays that are complex and appropriate for some but not all students in a class should be available to the students by request but not on the shelf for general usage. Students can ask for the activity tray by name or the teacher can offer an opportunity to work with the tray if the student is capable and interested.

Modeling Behavior

All adults in a classroom (and in life) are teaching their children through example -- sometimes more is caught than taught. Children watch adults and want to do the same behaviors or use the same words.

For this reason, all teachers have to remember that they are constantly being observed and teach-

ing by example. As a teaching team, sometimes you will need to remind each other. For example, children are not allowed on the tables and shelves, so teachers also can't sit or lean on a table. Students can't chew gum so neither can teachers.

Prepared Environments

Make your room is an interesting and intriguing learning environment. Use your prep time wisely to make this happen each day. Ensure that your shelves are clean, organized and ready for the day. Have all materials ready and in the classroom prior to the start of class.

Use areas in your room to create or display items of interest from which students can learn. One note: Please do not use tape on the walls! In China, the paint will inevitably peel off when you eventually remove the tape, leaving an ugly scar on the wall.

You should have a teaching wall on which you and the children can post material that changes with the themes. This helps to keep the target vocabulary in front of the children.

There should be areas to display your current theme's target concepts or a project made by one class that can be used to teach other classes. For example, the class can create a miniature version of the solar system and place it on the wall. Any material that goes up in the room should be for the purpose of teaching.

Check your activity trays daily to ensure they are inviting and ready for your students. Puzzle

pieces dumped on a tray are not nearly as inviting as a finished puzzle put together in the shape of a lovely picture. An area of the room with sharpened pencils, a full rainbow range of capped markers and a clean stack of paper is more inviting than having to say “Just a minute, I have a pencil here somewhere” or “Just use another color.” Children deserve a prepared environment that draws their interest toward learning.

Managing Time Wisely

Be aware of using your teaching time wisely. Each room will define academic time slightly differently but all teachers will engage in at least three circle times per day.

Remember that non-circle time is every bit as important as circle time for teaching. Use non-circle time to work with small groups or to engage with students individually.

We have a clear pattern or rhythm for the introduction and teaching of vocabulary and concepts. First, we introduce the new material. Then we spend a concentrated period of weeks teaching the material. Afterwards, we consistently revisit the vocabulary and concepts with periodic review. We also incorporate an expanding vocabulary into daily usage as a key form of reinforcement.

Mixing in the review of older material during a new unit is a great way to keep kids engaged in class. Drilling a single concept for a month straight would get dull so revisiting older themes is a great

way to keep things fresh.

Reviewing different vocabulary and concepts throughout the month will allow you to rotate through the year’s various themes. This will help our children be able to use a wider vocabulary in daily usage.

You can use also past vocabulary and concepts as a foundation from which to introduce new ideas, letter sounds and greater understanding. This gives children a holistic sense of language and the concepts introduced in the various themes.

When a group of students has internalized a vocabulary set and can use the words comfortably in daily usage, you then have the option of to review through daily conversation and/or cycling the vocabulary into formal academic time. A combination works well until you are sure that all children have acquired the language, not just the most vocal students.

Classroom Priorities

Consistency

It is important to use simple, clear language.

Talk to children at eye level. If a child is upset, acknowledge her feelings: “I see you are upset.”

Make sure that everyone in the room, children and teachers alike, agree to the classroom rules. Remind children of the rules consistently. Every teacher needs to reinforce the same set of rules.

Follow through. Do not tell

children something you cannot or will not do. And finally, be positive. Misbehavior should be redirected to a positive behavior. Focus on the behavior desired. Instead of saying, “Do not run,” say “Walk.”

Independence

Help the children to help themselves.

Children are encouraged to try things themselves (i.e. putting on shoes, putting away bag). They are responsible for putting away work and cleaning up messes before choosing something new. If they refuse, they need to sit with the teacher and watch how she or he cleans up.

Freedom is not absolute -- give a concise set of choices and make sure that you and the classroom can handle any decision the child makes. If a child does not want to follow instructions, it is important the teacher tells the child she is making a choice and physically direct the child to that choice.

Respect

Treat children with compassion and consideration.

Always model peaceful behavior. When a child is helpful and kind, thank the child for her or his cooperation.

Pay Scale

Kindergarten (Mo-Fr, 8:30 a.m. - 5:30 p.m.)

17.5 Teaching hours / week

1,800 yuan	Local minimum wage
8,200 yuan	Base pay
5,000 yuan	Housing allowance
5,000 yuan	Performance bonus
20,000 yuan	

20.5 Teaching hours / week

1,800 yuan	Local minimum wage
12,200 yuan	Base pay
5,000 yuan	Housing allowance
5,000 yuan	Performance bonus
24,000 yuan	

22.5 Teaching hours / week

1,800 yuan	Local minimum wage
16,200 yuan	Base pay
5,000 yuan	Housing allowance
5,000 yuan	Performance bonus
28,000 yuan	

Performance Bonus System

The quest for excellence is a core part of Sunshine Home's philosophy. We are confident that we share this pursuit with our staff. In order to reward excellence, we offer a performance bonus of up to 5,000 yuan per month in addition to an employee's salary and housing allowance.

The performance bonus is designed to encourage and reward quality in the classroom and beyond. In order to objectively quantify performance, this merit bonus is based on six criteria:

- Lesson Execution 20%
- Non-Circle Time 20%
- Teamwork 20%
- Outreach 15%
- Training 15%
- Timeliness 10%

These metrics are objective, clear and measurable. They are reported equitably on a monthly basis to Human Resources by each employee's direct manager.

This performance bonus is earned rather than assumed. Each employee starts at a zero baseline and the bonus is earned in an amount proportional to her or his performance over the course of each month.

Lesson Plan Execution

The employee shall comply with all requirements of teach-

ers as determined by Sunshine Home in partnership with the local, provincial and national education authorities. The advance submission of quality lesson plans are a key but not sole portion of this metric. All lesson plans and weekly plans must be posted no later than each Thursday at 5:00 p.m. for the upcoming week.

The proper execution of a lesson plan extends to being actively present for the duration of time in a classroom. Examples of not being actively present include:

- The use of a smartphone in class;
- Not ensuring a safe classroom due to inattention, and;
- Not actively circulating through the classroom during non-circle time, and;
- Not engaging with individual students and small groups during non-circle time.

While minor changes are always necessary in response to the actual students in a class, a major deviation from the lesson plan (as determined by the principal) shall result in a penalty of not less than 250 yuan per incident. While in class, teachers may make needed changes to the lesson plan as long as the lessons are age-appropriate and in conformity with the goals and standards of Sunshine Home.

Active Engagement (non-Circle Time)

The employee shall engage with individual students and small groups during non-circle classroom time. Working one-on-one and in groups with students is crucial for the development of contextual language skills.

Failure to engage actively and directly with students during non-circle classroom time (e.g., using a smartphone, ignoring the classroom) shall result in a penalty of not less than 250 yuan per incident.

Teamwork

The employee shall model teamwork within one's own pod and be actively present during the weekly pod meetings and parent meetings. This may include inter-campus meetings and training within the same discipline.

As the head of a classroom, it is the lead teacher's role and responsibility to train the co-teachers and caregivers while teaching together. This extends to working together as a group to maintain a neat and orderly classroom environment and to decorate seasonally.

Teamwork includes working with our partners, first and foremost of which are student parents. Lead teacher should prepare for and facilitate healthy parent relations during events such as a student's first day, birthday party,

open house and other events.

Failure to engage in teamwork (e.g., the receipt of verifiably accurate negative comments by parents in submitted questionnaires) shall result in a penalty of not less than 250 yuan per incident.

Outreach

The Employee shall engage in current and potential parent outreach. Examples of outreach include:

- Monthly WeChat articles;
- Weekly reports;
- Events (e.g., Halloween, Children's Day, field trips, Open Day, graduation), and;
- Parent-teacher meetings (including the timely completion of progress reports).

Failure to participate actively in outreach (as determined by the principal) shall result in a penalty of not less than 150 yuan per incident.

Training

The employee shall actively participate in good faith in ongoing training to improve her or his educational skills. The employee shall actively train other staff when asked by a manager to do so. This also includes being fully present while attending or leading weekly, monthly and quarterly individual or group training sessions. This may include peer observations as well as announced and unannounced classroom observations.

All training events must be actively attended in a timely manner and with full willingness to

participate or lead when asked by a direct manager. Failure to participate actively in training (as determined by the principal) shall result in a penalty of not less than 150 yuan per incident.

Timeliness

The employee shall exemplify timeliness by arriving on time for and not departing early from work, classes, meetings, events, parties and any form of assembly determined to be necessary by the employer (with the exception of absences approved in advance by a direct manager).

The employee is required to meet any and all deadlines in the time frame given as requested by the employer.

Cumulative late arrivals or early departures shall result in the following cumulative penalties:

- More than 30 minutes in a month -- 150 yuan;
- More than 60 minutes in a month -- 300 yuan;
- More than 90 minutes in a month -- 600 yuan, and;
- More than 120 minutes in a month -- 750 yuan.

Notes

Failure to meet the expectations of the metrics reduces the performance bonus as stated above.

Separate and apart from the above metrics, the performance pool for an employee who receives a verbal warning will be reduced by 500 yuan for the calendar month in which the warning is issued. The perfor-

mance pool for an employee who receives a written warning will be reduced by 1,000 yuan for the calendar month in which the warning is issued.

If an employee receives two written warnings for substantially similar reasons, the employee will be put on a probationary improvement plan. An employee who is on a probationary improvement plan as a result of a substandard performance warning shall be ineligible for a performance bonus for the calendar month in which the warning is issued.

Probationary employees become eligible for a performance bonus upon the successful completion of an induction exam at the end of the employee's initial two-week training period. If the employee passes the exam immediately upon the completion of the two-week training period, the employee will be eligible for the performance bonus from the first day of the employee's contract.

Neither pre-approved personal leave nor Chinese national public holidays negatively affect any portion of this bonus.

Sick leave days may reduce the potential size of the performance bonus pool by a prorated amount of the time missed in accordance with the sick leave policy as stated in the employee work contract.

Unpaid leave reduces the potential size of the performance bonus by a prorated amount of the time missed.

An employee is ineligible for this

bonus while on suspension (either by mutual consent or for investigatory purposes).

In the event that force majeure or an act of the government compels the employer to suspend classes, the employee is ineligible for this bonus until the resumption of classwork.

In the event of an act of force majeure (including but not limited to earthquakes, epidemics, fire, floods, typhoons, war or oth-

er unforeseen acts) and any related consequences, or any change in the laws, regulations and rules, or the promulgation of new laws, regulations and rules, or any government behavior, which may affect the implementation of the incentive policy or cause serious difficulties in the operations of the employer, the employer has the right to suspend or terminate the implementation of this Performance Bonus.

The performance appraisal criteria shall be formulated by the employer and may be adjusted according to the actual operations and development of the employer. The employee will be informed in advance of any adjustment.

For any further clarification of the Performance Bonus Policy, the corresponding explanation provided by the employer shall prevail.

1.

Performance Categories Overview

Lesson Planning and Execution (Circle Time)

- Advance submission of quality daily and weekly lesson plans
- Teach to submitted daily and weekly plans
- Maintain an active presence during all activities

Active Engagement (non-Circle Time)

- Actively work with students in small groups and one-on-one
- Help students make progress toward Sunshine Home's goals and standards

Teamwork

- Model teamwork within one's own pod (in class and in meetings)
- Instill best practices within team, especially co-teachers and caregivers
- Prepare for and facilitate healthy parent relations (student's first day, open house, etc.)

Outreach

- Engage in current and potential parent outreach
- Examples: Monthly WeChat articles, weekly reports, events & parent-teacher meetings

Training

- Participate in good faith in ongoing training
- Train other staff when asked

Timeliness

- Arrive on time for work, classes, meetings, events, parties, etc.
- Depart on time from work, classes, meetings, events, parties, etc.

Work

The Role of a Kindergarten Teacher

If you like children, then teaching kindergarten will likely wind up being the best job you have in your life. But I want to be completely honest with you. It will also likely wind up being the toughest job you ever have!

It will definitely be the most rewarding. Kids at this age are full of love and they are happy to share it with you. They will give you daily affirmation in the form of laughter, hugs and praise. They're going to love you, and that's an amazing thing.

Most of the kids you meet will have a strong family foundation but they'll be a fairly blank slate when it comes to being in a group. That's one of our key tasks in kindergarten -- learning how to work well with others. Therefore, teaching those skills is one of your most important roles!

Basically, you have to assume that our first-year kids know nothing about being in a group. Here are some skills that take awhile to learn in the first year and that we continue to work on in the years to:

- Going to the bathroom;
- Sitting in a chair;
- Putting things away, and;
- Lining up.

Growth is evolutionary. A great kindergarten teacher gives kids the time and space they need

to internalize a concept and to make mistakes. After all, it's our mistakes that often lead to our greatest growth and insights, as children and as adults!

It's the same idea in every subject. Whether it's math, English or the arts, you are helping our children build the foundation that will make everything easier for our kids to learn later in school. You and the kids are doing the hard work now so that everything from first grade to grad school is easier later in life.

You're also teaching an astoundingly wide range of topics:

- Sciences;
- Psychology;
- Languages;
- Arts, and;
- Safety & Health.

1. Of course, none of the individual concepts are challenging to you on their own terms. You can count and you know the names of the primary colors, for example. But fitting all these topics together and fitting them all into the school week is certainly a challenge.

Luckily, we help you through our curriculum. We have lesson plans and a schedule that break concepts into bite-size chunks and that build on each other over time.

We'll help you integrate all these

subjects together through our daily, monthly and annual plans.

Everything you teach is foundational but perhaps the most important single set of skills you instill are social skills. Whether it's learning how to converse with peers, taking turns or managing one's emotions, you're honing the tools that our children will use throughout their lifetimes.

It's a lot of responsibility for you but it's also what makes kindergarten teaching more than a job. There are very few roles in life where you can honestly say that you are making the world a better place through your daily actions.

And that's what you are doing! You are changing the lives of our children. You're giving them the foundation they need to be successful.

Even more importantly, you're giving them the skills they will use to be happy and to give their love to the people in their lives whom they most cherish.

Your days will be hard and rewarding in equal measure. In the end, the kids are going to love you, you're going to love them and you will be justly proud of yourself. Welcome to the life of a kindergarten teacher!

A Day in the Life of a Teacher

A teacher's day can be split into two main parts: the morning class session and the afternoon class session.

Morning Session

Our day starts at 8:30 a.m. That gives you 30 minutes to fully acclimate to waking life and to finalize your plans for class, which starts at 9:00 a.m. (though some students often come late).

Grab a coffee, take some notes and print whatever you need or may have forgotten to print the day before. Once a week for about 15 minutes during this time we are asked to greet our parents and kids as they arrive to school.

Personally, I like to head to class 10 to 15 minutes early so I can chat a little with my homeroom students and co-workers while I gather and organize all of the materials I will need for my lesson. It's helpful to have all your pieces set in place before the majority of your kids enter your classroom. You want to be sure to be able to utilize every class minute for teaching rather than scrambling around trying to get ready while the kids wait.

After arriving students store their personal items in their cubbies, everyone says hello and the students drink a glass of water day, you're ready to transition to circle time.

Circle Time

Like a traffic cop at a busy intersection, you need to actively direct the excited flow of students as they enter your room. Make sure they're walking nicely, picking up their chairs with both hands and placing them properly in the prepared semi-circle. There's always a student or two who needs a reminder on how to behave in the organized classroom environment.

Once everyone is sitting nicely and ready to begin, we do a quick "good morning" greeting and jump into the lesson.



For beginner-level students, I like to lead off with some singing. The young kids need a strong routine and a lot of repetition so a good portion of your circle time will be rotating through a set of core songs that teach the basics: emotions, body parts, counting and colors.

Higher-level students demand more of a challenge. I'll throw something at them to get their brains going and their moods up. Have students call out words from a previous unit or give them an interesting question to answer.

Too much routine or over-review can kill the mood of a higher-level class. If you can create a talkative and energetic environment at the start, your circle time will ride on that momentum.

Except when it doesn't. Sometimes activities fall flat, even great ones. An activity that was a huge success one day may be a dud the next time. Maybe the mood isn't right, or the level is too high or too low. When you see that your students are becoming restless, it may be time to move on.

While a strong lesson plan before class is important, strength also comes from flexibility for those times when kids just aren't into a specific activity. Always plan extra activities in case of emergency. Be ready to accelerate, extend or transform any activity beyond what you had planned. It's always a good idea to have at least two or three backup options ready to use at moment's notice such as a favorite song, flashcards, games, a puppet, handout or an emergency book.

Every circle time has clear objectives:

- Learn this set of vocabulary terms;
- Review this song, or;
- Practice this piece of grammar or sentence structure.

But really, there are 100 different ways you can teach any one thing. If singing the song as a



group isn't working, grab a microphone and ask for volunteers to sing a duet with you. If some of your students are becoming restless when you cover phonics, try transforming the same concept into a more active new game. Be creative and remember your goal is to have the teaching objective land with all of your students.

Circle time is a show starring you. Like a great actor in a live theater, you need to be able to feel the room. That involves close observation, empathy and a willingness to try new things.

You'll need to make adjustments for the actual kids in the class. And you need to modulate your approach to each child based on his or her personality and ability level.

Remember, all time is learning time so use the end of circle time to reinforce vocabulary and reward good behavior and participation.

When circle time ends, excuse students one by one to put their chairs away, use the toilet and sit at the tables -- it's time for a snack!

Snack Time

Once students are settled they will drink a cup of water and then have a morning snack, which is typically a plate of fruit. Your co-teacher and caregiver are there to help should any mishaps occur like spilled water and to encourage the children to finish their snacks in a timely manner on their own volition.



As you enjoy your own plate of fruit you can prepare for the next phase of class: non-circle time.

Non-Circle Time

Your classroom's shelves have dozens of activity trays. These are fun items on a series of trays that entertain the children while also helping them to learn. Examples include puzzles, block sets, matching figurines, etc.

Students who finish snack quickest have the longest time for individual work. One or two children will choose one tray with which to work either individually or together in pairs on a rug or at a table.

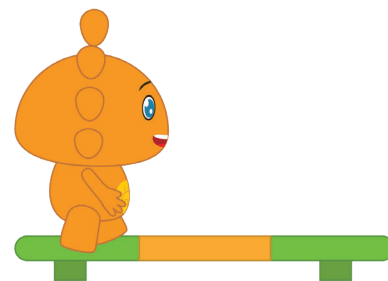
This is a great time to circulate through the room and offer each child some quality one-on-one conversation time. There will always be some pretend pizza or candy for you to taste. It's a great opportunity to bond with your kids and to practice some English!

When its time to wrap up, everybody must put away their own work on the shelf from which they took it. Now they should begin to line up for a trip to the bathroom followed by outside time. Keep the kids interested in line with a song or chant while you wait for everyone to finish.

Outside Time

As the line moves outside keep the children engaged but quiet as to not disturb other classrooms and then guide your class to put their shoes and line up as you prepare some outdoor equipment for them to enjoy.

This is the perfect time and place for students to exhaust their excess energy. We have a lot of outside materials with which the children can play while outside at their discretion. We encourage freeform play time because it's a great chance for kids to exercise their bodies, social skills and imagination.



That said, the occasional group game is well worth it. While you



probably don't want to require every kid to participate, you can focus most of the kids' attention on a single activity, whether it's walking across a balance beam or playing Red Light, Green Light. It's another fun way to practice talking and listening in English while learning about fairness and playing well with others.

As outside time comes to an end, have them help you clean up the outdoor equipment and line up before taking their shoes off. They are excited so come prepared to grab their attention and keep it focused as they politely walk back to the classroom.

Circle Time

When transitioning back from to another circle time, the kids will still be excited from playing outside so it can be a challenge to re-focus. In the warmer months the kids may change out of sweaty clothes and in the colder months they may take off coats. Use this time as a quick bathroom break as well.

Still, you want to help them settle into class as quickly as possible because the second circle time

goes by fast!

Lunch is delivered towards the end of circle time. Your co-teacher prepares the students' plates as you finish the lesson. The smell of lunch is in the air.

Lunch Time

Lunch time isn't lead teaching time but we're still in the classroom to keep kids safe and to make sure lunch goes smoothly. Remember, even lunch time is a chance for learning. Because young kids are easily distracted while eating, lunchtime is fairly quiet so that the children can focus on finishing their meals.



Once the class is settled in their seats and sitting nicely, we ask the children one-by-one whether they would like the main course (a rice or noodle dish) or soup, having them answer in English: "Rice, please" or "Soup, please." It's small practice but these small moments are important for normalizing everyday English.

You may also sit with your students and enjoy the meal with them. Ample portions are available for everyone second or third helpings of their favorite dish is encouraged. Some of the older kids are allowed to serve themselves (with guidance, of course).

When kids finish eating, encourage them to visit the bathroom and wash their hands. You may help your co-teacher set up the nap cots for the children. You may play a quiet song to set the mood or read a naptime book as the curtains are being drawn. Then, it's time to collect your things and whisper goodbye as they tuck in for a nap.

Afternoon Session

Prep Time

The great news is that you typically have an hour off from noon to one p.m. to recover from your morning session. Afternoon prep time generally runs for 90 minutes from 1:00 p.m. to 2:30 p.m.

This is a great time to meditate on what worked and didn't work during the morning class and how you can make adjustments for the afternoon Circle Time. Most of prep time is spent strategizing, preparing props or pictures to expand on the unit vocabulary terms, or doing your best to learn a new song or book.



We have a cloud-based system into which our academic team uploads supporting material for each unit. Feel free to use anything there!

This time may also be used to finish up some paperwork, to meet with your teaching team about issues or to plan for an upcoming event.

Circle Time

I arrive to class at least five minutes early to make sure everything is set so that we can start class right on time. Because you have the same students everyday, you really need to be creative in coming up with new activities while also reviewing material from previous units.

Keep things dynamic -- practice simple recitation of new words, sing old songs, mix old and new words together with silly sentences. They have your class everyday so you can really push the boundaries of their abilities!

Circle time ends and its time for snack and goodbye's.

Prep Time

The final prep time session can be spent in a number of ways. Four days a week we prep as we see fit unless you have an extra scheduled class to fulfill your teaching hours for the week.

We also have one afternoon per week designated for parent meeting. If you're not in class or in a meeting, this is a nice block of time to prepare for tomorrow morning or to work on a bigger

project you have in mind for the classroom.

We've reached the end of the typical work day and now you are free to do as you wish!

Work FAQs

1. How much can I earn?

We have a sliding pay scale that sets compensation based on the number of lead teaching hours per week that you choose. The pay scale is detailed in its own section below this FAQ.

2. How long is my contract?

We offer twelve-month contracts with an option to renew for a second year. Employees receive a 6,000 yuan bonus at the end of 12 months of employment. The second year includes a resign incentive equivalent to one month of salary. We pay the resign incentive in one installment with your paycheck for the tenth month of the second annual contract.

3. What are my work hours?

The workday for a lead teacher is from 8:30 a.m. to 5:30 p.m. A typical teaching schedule includes a total of four lead teaching hours and a one-hour break balanced out by prep time. For more details, please see the section entitled A Day in the Life of a Teacher.

4. How many kids per class?

Each weekday class consists of up to 12, 18 or 24 children. The student-teacher ratio is never more than 6:1. Every class has a lead teacher, a bilingual co-teacher and a caregiver. Our after-school English program features smaller classes of four to six students.

4. Who assists me in class?

Lead teachers are paired with a co-teacher who assists during all class sessions. Our co-teachers are bilingual and assist in maintaining order in the classroom. Each group of weekday students has a caregiver whose primary role is to make sure the children use the bathroom, wash their hands, stay safe, etc.

6. What are my workdays?

Most teachers work from Monday to Friday. Teachers who choose to work in our after-school and weekend program work from Wednesday to Sunday.

The only exceptions are when the Chinese government moves calendar days. For example, if a Thursday is a national holiday, the government may declare the following Friday and Saturday to be the “weekend” and make Sunday a workday. The idea is that workers can then have a three-day holiday.

Two times per year we have Parent-Teacher meetings in the early evening. We also have parties three times per year: Children’s Day, Halloween and Christmas. Four times per year we have Teacher Training Days, with no students in attendance.

7. What about holidays?

China has 11 national holidays per year. Each foreign lead teacher has up to an additional 22 personal days of leave per year.

Each year China has two “Golden Weeks” where the entire country is on vacation for seven consecutive days: one time for National Day on October 1 and a second time for Spring Festival (late-January or early-February). Teachers often request off a week before or after a Golden Week to allow for a two-week vacation. Other times, teachers may save their personal days to go back to their home country for a longer vacation (e.g. two weeks for Christmas).

8. What are students like?

Most of our students range in age from 2.5 to six years old. A plurality of the students are either three or four years old. Approximately 10 percent of our students come from families with at least one non-Chinese parent.

Our kindergarten students are on-site from 9:00 a.m. to 4:00 p.m. These students are divided into the following groups:

- Sophomores are less than three years old;
- Juniors are from three to six years old, and;
- Seniors are six years old.

Within a level (e.g., the juniors) we subdivide the students into classes by English level rather than age.

Because the junior level is more diverse, let’s look at it in more detail. The first group typically has no real English skills beyond ba-

sic listening skills and a core vocabulary (colors, repeated songs, numbers, etc.).

The second group is advanced beginners, which means they understand some spoken English and can use learned phrases but can not typically create their own sentences.

The third group is intermediate, meaning some of the children can hold a basic conversation while others are more advanced.

Because the sophomores are younger, they stay in one classroom throughout the day and we rotate our teachers into their classroom.

The big difference for the seniors is that they have four rather than three instructional hours per day. This is possible both because they take shorter naps and because they are mentally and physically ready to focus for longer periods of time.

We encourage our children to be independent and to do as much for themselves as they are capable. That means we do not spoon feed a child who can feed himself, for example. Giving children the confidence and space to master skills is an important part of who we are.

9. Are co-teachers and caregivers very traditional or more progressive?

We hire staff members who are willing to work in a multicultural environment and who are open to more modern or “Western” ways of working with children. We do continual training so that

everyone on staff follows the same basic principles: independence, respect and openness.

10. What kind of facilities does the school have?

We encourage each teacher to own his or her own room and to stock the room with appropriate learning materials and books. We have an outdoor area for the kids to play in a staggered schedule. Teachers have access to computers and printers. We strongly encourage crafting activities over simple coloring sheets whenever possible.

11. Does the school have any special events or parties?

Each year the schools hold parties for three holidays: Children’s Day, Halloween and Christmas. Children’s Day is usually a talent show. Halloween and Christmas have three parts: a craft station, a game area and a food area.

We do field trips two times a year on the morning of a school day. The children go home from the field trip and we use the afternoon for training and teambuilding.

We also have Parent Meetings two times a year. Prior to the meeting each teacher completes a checklist of each student’s skills and writes a couple of paragraphs about each student’s progress over the past quarter. During the actual meeting parents are invited to school to have one-on-one conversations with each teacher followed by a school assembly in which each teacher gives an overview of what happened in the last quarter and

what is planned for the next semester.

12. What training is offered?

All teachers begin their work at Sunshine Home with an initial two weeks of training and observations of current teachers. If a new teacher is taking over a classroom from an outgoing teacher, the two teachers will work closely together on handing over the students and the room. For new classrooms, the incoming teacher will typically have an additional week to arrange the room, order materials and prepare for a new group of students.

Our academic coordinators will work closely with you to help you become an amazing teacher. The coordinator is your colleague, not your boss, and her or his only goal is to help you be the best teacher you can be!

We also have observations and cross-training to help you learn from your colleagues and peers.

13. Is there a multi-year teacher incentive program?

Why yes there is! Staff continuity is great for the kids, for our colleagues and for our parents so we offer a generous retention program with benefits that grow over time. In addition to an annual pay raise based on performance, we offer an escalating ladder of benefits.

Every year includes a 6,000 yuan retention incentive at the completion of 12 months of employment. In month 10 of year two, employees receive an extra month’s salary. Year three offers

Retention Incentive Program

	Month 1	Month 10	Month 12	Other
Year 1	Moving stipend 10,000 yuan		Incentive 6,000 yuan	21 Leave Days
Year 2		Bonus 1 month pay	Incentive 6,000 yuan	21 Leave Days
Year 3		Bonus 1.5 months pay	Incentive 6,000 yuan	21 Leave Days
Year 4		Bonus 1.5 months pay	Incentive 6,000 yuan	26 Leave Days
Year 5		Bonus 1.5 months pay	Incentive 6,000 yuan	31 Leave Days

1.5 months of extra pay at the end of the latest contract. In year four, employees earn an additional five days of personal leave. Year five offers another addition of five days of personal leave.

14. What if I leave early?

As all teachers who come to China know, the hiring and visa process takes a long time! If you will be retiring early, Sunshine Home will need time to find your replacement and have her or him ready to take over your position.

For this reason, your contract requires that you provide 90-days written notice should you plan to retire before the stated date in your contract. Early termination will affect your overall package in a few ways.

Most significantly, early departure means that you will not receive the retention incentive that comes at the end of 12 months

of employment.

Your number of earned personal days will also be pro-rated according to the percentage of the contract completed on your last day of work. For example, an employee who leaves after exactly six months of work finishes 50 percent of her contract. She is therefore eligible for 10.5 days rather than 21 days of personal leave. If she used less than 10.5 days of personal leave, the unused balance will vest in the form of cash. If she used more than 10.5, she will have to pay back the excess number of days used.

The initial training fee is also pro-rated. The initial training period is defined as the number of paid workdays between the employment contract start date and the employee's first day as a lead teacher. This period of time is typically 10 workdays. In this case, the initial training fee is 10/22 of an employee's monthly

salary (assuming 22 work days in a typical month). If an employee leaves after nine months of employment and therefore completes 75 percent of a full contract, he must repay 25 percent of the initial training fee.

All employees who permanently leave the country prior to the end of their Residence Permit are required by Chinese law to convert their Residence Permit into a zero-entry "temporary visa" before departing China.

If an employee provides less than 90-days written notice or does not provide written notice, the employee forfeits the retention incentive as well as the entirety of the training fee and any visa and visa-related fees paid either directly or indirectly by the employer. The personal days are pro-rated. The employee is required by Chinese law to convert their Residence Permit into a zero-entry "temporary visa" before departing China. If the employee requests a Release Letter or reference letter, the failure to provide written notice as agreed in the employment contract will be noted in the letter.

Initial Training

All new teachers at Sunshine Home begin with a two-week training period before beginning their own classes. These two weeks are a nice adjustment period to learn about the school and its practices and to meet and chat with lots of your new co-workers.

On the first day of training you meet with a representative from Human Resources to go over your contract and various school policies. You also receive a training packet and a schedule for the next two weeks. Your schedule covers the topics you will study and the people with whom you will work as well as the places and times for your training.

An important part of the training consists of classroom observations. You sit in on a range of classes to give you a better understanding of how classes unfold here at Sunshine Home. You observe a range of different subjects, teachers and grade levels so to give you the fullest possible sense of our students and classes. You see a bit of everything but your observations are weighted toward the classroom position you will eventually assume.

Another part of the training occurs outside of the classroom in partnership with our academic coordinators (AC). These discussions and seminars focus on the theory and pedagogy behind

what we do in the classroom. Topics covered include:

- An overview of our **SPLASH** curriculum;
- The incorporation of songs and games into the classroom;
- The use of phonics in the classroom;
- Effective classroom management;
- Working with parents and more.

Often a given day includes a mix of class observation and a session or two with an AC. You also have scheduled slots to meet with our principals. Everyone is here to help you feel welcome and pre-

pared to take on your very own classes!

The second week of training includes a few open time slots to socialize with teachers, explore school resources and begin to prepare your lesson plans for your first week of classes.

Remember, all of our foreign staff have gone through a similar process of getting used to a new city and a new employer at the same time. We're here to help you be happy in Xiamen and as a teacher at Sunshine Home.

And after the two weeks are over, we continue to be here for support and advice whenever you need it!



Annual Leave Policy

Sunshine Home's leave policy is a part of the benefits package extended to full-time staff members and is designed to provide employees with the opportunity to balance their work and home lives.

The purpose of the leave policy is to provide eligible employees with flexibility from work that can be used for such needs as vacation, personal or family business, appointments, volunteerism and other activities of the employee's choice.

Sunshine Home's goal is to provide time for personal rejuvenation and to reduce unscheduled absences while providing reasonable accommodation to full-time staff members.

The use and duration of leave is subject to supervisory approval. Sunshine Home endeavors to accommodate leave requests.

National Holidays

Employees receive China's statutory public holidays, which include the following:

- New Year (one paid holiday day);
- Spring Festival (three paid holiday days);
- Tomb-Sweeping Festival (one paid holiday day);
- May Day (one paid holiday day);
- Dragon Boat Festival (one



- paid holiday day);
- Mid-Autumn Festival (one paid holiday day), and;
- National Day (three paid holiday days).

Paid Personal Leave

The Employee is entitled to 21 days of paid personal leave per 12 months of employment.

The Employee shall not be granted personal days during the probationary period.

Personal days are accrued in an amount proportional to the amount of the contract completed. Leave accrues at the rate of 1.75 accrued leave days per month of work (21 days accrued over the course of 12 months).

<i>Month</i>	<i>Accrued Days</i>
3	5.25
4	7.00
5	8.75
6	10.5
7	12.25
8	14
9	15.75
10	17.5
11	19.25
12	21

Employees are responsible for developing a lesson plan for coverage of their classes during their paid leave.

If a legal dependent of an employee is a student at Sunshine Home and the child receives a medical diagnosis from an approved hospital requiring the child to be absent from class, the Employee may use her or his paid leave for the absence period specified in the medical note.

Lieu Days

If an Employee's scheduled day(s) off fall(s) on a public holiday, the employee is entitled to the equivalent number of paid lieu days.

If a Chinese national holiday occurs during the employee's paid leave, the employee is entitled to the equivalent number of paid lieu days.

A lieu day is not accrued until after the actual occur of the public holiday for which the lieu day substitutes.

The use of lieu days is subject to manager approval under the same conditions as paid leave.



Maternity/Paternity Leave

A staff member who becomes pregnant after their probationary period shall be eligible for 30 calendar days of paid maternity leave or 158 days of unpaid leave.

Male teachers whose partner becomes pregnant after their probationary period shall be eligible for 15 calendar days of paid paternity leave.

In the event of maternity or paternity leave, the Employee's pay for the period of leave shall be deferred until the next pay day after the Employee's return to full-time work.

Sick Leave

For each 12 months of employment, staff members will be eligible for the following sick leave

pay (calculated as a percentage of the employee's daily pay rate): two (2) days of full pay; three (3) days at 70% of full pay, and; ten (10) days at 50% of full pay.

A stamped and dated doctor's note from a company-approved hospital is required in order to be eligible for sick leave. The notice must include a prescription for medically-required rest. The employee must provide the stamped and dated doctor's note and a printed receipt on the first workday subsequent to the sick leave. Approved hospitals are restricted to the following institutes (excluding any traditional Chinese medical divisions the hospital may house):

- Number One Affiliated Hospital of Xiamen University;
- People's Liberation Army 174 Hospital;

- Xiamen Chang Gung Hospital;
- Xiamen Eye Center of Xiamen University;
- Xiamen Maternal and Child Health Hospital;
- Xiamen Stomatological Hospital;
- Xiamen Xianyue Hospital, and
- Zhongshan Hospital Xiamen University.

If the employee misses more than one workday, the doctor's note must indicate that the additional day(s) of leave are medically necessary.

Any written number of leave days shall be read to signify calendar days.

A doctor's note is valid only from the date of issuance.

Any days of rest prescribed retroactively in a doctor's note shall be disregarded for the purposes of Sick Leave.

If the employee is unable to provide a note from a doctor certifying the nature and severity of an illness and the medical necessity of a sick leave, any day(s) missed shall be counted as an instance of absenteeism. The employee's pay shall be reduced according to the absenteeism detailed below.

Providing false medical record(s) or misrepresentation of medical condition for the purpose of applying for a sick leave is a material breach of contract that results in immediate termination.

Absenteeism

Any regularly scheduled work period in which the Employee fails to be present at work without the advance consent of the Employer and in the absence of a valid doctor's note shall be considered an instance of absenteeism.

Any unapproved absence shall result in a deduction to the Employee's pay proportional to the amount of work time missed times a multiple of three (3).

The employee is in breach of contract in the following circumstances:

- Unapproved employee absence for 3 or more consecutive days, or;
- Cumulative unapproved absences of 5 or more days.

Unpaid Leave

Employees may make one re-

quest for a single block of unpaid leave. Unpaid leave may only be requested after a teacher has exhausted her or his paid leave days. The use and duration of unpaid leave time is subject to manager approval.

Employees are responsible for developing a lesson plan for coverage of their classes during their unpaid leave.

Any unpaid leave must conclude no less than 30 days before the employee's last day of work per the employee's contract.

Unpaid leave days reduce by a proportional amount the employee's housing allowance as well as any retention incentives included in the employee's contract.

An employee on unpaid leave is ineligible for paid national holidays during the unpaid leave period. Lieu days are not earned for any national holidays that occur during the employee's unpaid leave.

The duration of unpaid leave shall not exceed 10 work days.

Unpaid leave between contracts shall not exceed 10 work days. If more than 10 work days elapse after the end of an employee's contract, Sunshine Home will not renew the employee's contract, work permit card or residence permit.

Any absenteeism days accrued by an employee shall reduce by the equivalent number of days the number of unpaid leave days for which the employee is eligible.

More than 10 days of cumulative

unpaid leave and absentee days shall be considered a breach of contract that nullifies the remainder of the employee's contract and any compensation otherwise due to the employee.

Leave Requests

Leave requests must be submitted in writing to the Employee's manager with a digital copy sent via electronic mail from the Employee's work email address to the work email of the Employee's manager.

Requests shall be deemed as granted only when:

- The manager provides written approval and the Employee countersigns the Leave Request Form using the same signature contained in the Employee's passport, and;
- A digital copy of the countersigned approval slip is sent from the manager's company email address to both the Employee's company email address and the company's Human Resources manager.

A written request for leave of up to 10 working days presented at least 60 calendar days prior to the requested date may be granted, provided both that the manager is able to arrange for suitable class coverage and the employee is eligible for the number of requested days.

A written request for leave presented more than 30 calendar days but less than 60 calendar days prior to the requested date is given secondary priority and may

be granted only if a substitute is available and the employee's absence does not adversely impact Sunshine Home.

All written requests presented less than 30 calendar days prior to the requested date may be considered but any approval shall be entirely at the discretion of the manager. Requests for leave are reviewed with due consideration for peak work periods during the year.

An unpaid leave request submitted in writing more than 90 days in advance may be granted but Sunshine Home reserves the right to deny or prioritize requests.

Blackout Periods

Sunshine Home reserves the right to identify "blackout periods" where vacation requests shall not be granted. Standard blackout periods include but are not limited to:

- The Children's Day Performance (Weekday teachers), and;
- Summer Camp and Winter Camp (SunDiscovered teachers).

Such Blackout Periods shall be communicated to staff in writing with at least 60 days written notice. Any requests approved before the announcement of a Blackout Period shall be honored.

Peak Periods

Requests for time off are reviewed with due consideration for Peak Periods during the year. Teachers are strongly discouraged from scheduling paid leave

during these periods and may be asked to accommodate these days when requesting paid leave. Peak Periods shall be communicated to staff in writing with at least 60 days written notice.

Peak Periods include:

- Field Trips;
- Training Days, and;
- The Halloween party.

Shoulder Periods

Requests for time off during Shoulder Periods with 60 days of notice are more likely to be approved by the Principal as long as the activity day in question can be rescheduled for the classes affected by the teacher absence. Absences are likely to be approved as long as the Principal can rearrange the events for the classes in question to accommodate the leave request. Shoulder periods include:

- Open Days, and;
- Parent Meetings.

Accrual Carry-over and Cap

Sunshine Home recognizes the importance of paid leave as a period of rest and rejuvenation away from the job. We encourage staff to use their paid leave as fully as possible during the contractual year in which it is earned.

In the event that accrued paid leave is not used by the end of the contractual year, employees may carry unused paid leave forward to the next contractual year.

If the total amount of unused paid leave reaches a cap equal to the employee's annual paid

leave amount plus 21 days, further paid leave will stop. When the employee uses sufficient paid leave to bring the accrued amount below the cap, paid leave accrual will begin again up to the cap limit.

Leave Tracker

Employees may be notified of their leave balances each month by Human Resources, including usage of the leave policy in the prior calendar month as well as cumulative paid leave and sick leave usage under the employee's current contract.

Vested Benefit

Accrued paid leave is a vested benefit, provided that the employee fully completes the term of the original contract. Upon separation of employment, employees will be compensated for any unused paid leave that have accrued through the last day worked, based on employee's regular rate of pay at the time of separation.

Sick leave is not a vested benefit. There is no financial or other reimbursement unused sick leave.

Curriculum

Our SPLASH Curriculum

Sunshine Home aims to create an educationally rich experience for its students. To do so, we provide holistic instruction covering six categories:

Sciences;
Psychology;
Languages;
Arts;
Safety and health, and;
Home.

Taken together, this is our **SPLASH** curriculum!

The purpose of **SPLASH** is to ensure that our students develop holistically. We understand that different subject areas interrelate and inform each other. Students who are great readers are able to study the textbooks that help them excel in science. Kids who excel in the arts are able to express themselves in ways that make them more sensitive socially and emotionally. Children who understand how to make safe and smart choices have the foundation they need to excel in other subject matters.

We give our students the confidence and knowledge they need to flourish in all areas of life and academics! A well-rounded toolkit and knowledge set gives our students the freedom in the future to excel in whichever areas they find the most interesting and rewarding.

In sum, multi-talented students have the option to reach their full academic and social potential in whatever ways they prefer!



Sciences Overview

We help students understand their physical environment, their own bodies and the social world in which they live. We provide the information and materials that let children explore the natural and physical world around them.

We use a collection of safe, fun and educational science activities and experiments to inspire young learners and to spark their interest in science. We use hands-on activities to work on solving problems together. This kind of project-based learning helps children with their critical and analytical thinking. It also develops their communication skills.

Our fun and interactive activities inspire an interest in science during early education. This is the foundation of confidence that helps our students excel as they move on to higher education.

Goals

Our objectives for our students are progressive and they become more challenging over time as our students age and evolve. You can find our benchmarks for technical progress below but we have a larger overarching goal:

To instill a passion for science in the next generation of scientists, engineers and health care professionals!

Sophomores

- Numbers
- Operations on Numbers
- Geometry and Spatial Sense
- Measurement

Juniors

- Counting and Cardinality
- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Measurement and Data
- Geometry

Seniors

- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Measurement and Data
- Geometry



Sciences

Sample Lesson Plan

Unit 102 -- Health and Hygiene

Junior Two Sciences Lesson Plan

Circle 1 of 16

Circle Time

Goals

Practice counting to five in song.
Compare numbers up to five.
Share and show.

Materials

Picture Book
Work Book
Music (the Counting Song)
Blocks or Bears

Activities (30M)

Classroom Meeting (5M)

Welcome and thank students for being in the circle. Discuss any class rewards. Address any concerns.

Review (3M)

Review counting up to three objects.

Music (7M)

Play Five Green and Speckled Frogs one time.
Then, sing it slowly with no music and encourage the students to sing along with you.
Play the song once more.

Concept Development (10M)

Read Comparing Numbers Up to Five in the Picture Book.
Use the Work Book to have students practice the following concepts:
 One-to-one Correspondence;
 Model the Number, and;
 Same Number.

Review / Exit Ticket (5M)

Share and Show.

Psychology Overview

The psychology component of our curriculum is governed by the goals and standards established in the U.S. Common Core and China's kindergarten curriculum.

Teachers play a significant role in promoting social and emotional learning (SEL) by engaging with students throughout the day and modeling mature and emotionally intelligent behavior. Natural parts of the daily schedule become teaching opportunities as students learn to wait in line, express their feelings and needs, play and share with others and clean up after themselves.

In the classroom, we use the classroom rules, social stories, songs, dance, role play, imaginative play, puppets, games, flashcards, crafts and worksheets to help our students learn to work well with others and to understand their own thoughts and feelings.

Goals

Our objectives for our students progress over time. While sophomores are learning how to sit in a circle and to share toys with others, juniors are learning how to work harmoniously in small groups. Our seniors tackle more complicated topics like how to deal with bullying, how to over-

come social cliques and how to accept peoples and cultures from around the world!

On a practical level, social and emotional development can be broken down into the following areas:

- Self-awareness;
- Self-management;
- Social awareness;
- Relationship skills, and;
- Responsible decision-making.

Psychology

Sample Lesson Plan

Unit 102 -- Health and Hygiene

Sophomores

Circle 2 of 8

Circle Time

Goals

Review routines.

Introduce student needs and ways that we communicate our needs.

Materials

Visual schedule

Routine flashcards

Needs flashcards and poster

Small group name list

Activities (25M)

Classroom Meeting (3+M)

Welcome and thank students for being in the circle. Discuss any class rewards. Address any concerns.

Review (2M)

Review the routines.

Introduce (5M)

Introduce the Needs flashcards and poster.

Role Play (6M)

Role Play how to use the Needs poster. Model first with caregiver or co-teacher. Model consequences for not following correctly. Repeat with students.

A teacher, co-teacher or student acts like she or he has a specific need.

The actors points to the need on the poster or grabs the relevant flashcard.

The teacher or co-teacher addresses the need.

Game Option -- Guess It! (7M)

Model first with caregiver or co-teacher. Model consequences for not following correctly. Repeat with students.

Ask one to three students to come up to the teacher and the poster or flashcards.

Teacher acts out a need.

The student or students point to the correct need.

Review with the class

Review / Exit Ticket (2M)

Discuss any class rewards. Break into small groups.

Work Time (10M)

1. Select a small group of students with which to practice the skill.
2. Use the Small Group Name List to track and assess the students which with you work.

Languages Overview

Language skills are developed through communication and practice. We create a fun and relaxed environment that encourages our students to share with each other. We learn by connecting language to our daily lives. The English classroom focuses on an evolving set of areas that become more sophisticated as our children progress from sophomore to junior to senior status:

- Language;
- Speaking and Listening;
- Reading Foundation;
- Reading Literature;
- Reading Informational Text, and;
- Pre-writing.

We use a collection of safe, fun and educational science activities and experiments to inspire young learners and to spark their interest in science. We use hands-on activities to work on solving problems together. This kind of project-based learning helps children with their critical and analytical thinking. It also develops their communication skills.

Our fun and interactive activities inspire an interest in science during early education. This is the foundation of confidence that helps our students excel as they move on to higher education.

Goals

Our first and foremost goal is to give our students the means to express and share their ideas, thoughts and feelings with others. That's the true purpose of language!

On a technical level, our goals are based on the above categories.

Language goals are designed to help students understand the conventions of the English language (sentence structure, etc.) and to help grow our vocabularies.

Our *Speaking and Listening* goals are two-fold:

- Build comprehension and collaboration, and;
- Help students learn how to present their knowledge and ideas to others.

Reading Foundation goals begin with understanding how a book is structured. We move from there to understanding the basics of pinyin and on to character recognition.

Reading Literature and *Reading Informational Texts* are later goals for more advanced students. We begin with common words (sight words) and we rely on phonics (which teaches students how to sound out words by identifying the sounds that letter combinations make).

Pre-writing is something that evolves over time, starting with fine motor skills, leading to scribbling and drawing and progressing to an understanding of how letters function.



English Sample Lesson Plan (Unit 102)

Health and Hygiene

Junior Two

Circle 1 of 11

Goals

1. Learn about the -g- sound (guh) and 'g' words.
2. Theme: Learn about: rain, snow
3. Learn the following words and phrases: My head; We go; pets.

Materials

1. Picture Book
2. Work Book
3. Music (the Counting Song)

Activities (25M)

Classroom Meeting (5M)

Sing a greeting song with the class.

Here's a song option:

Hel-lo [Student Name],
Hello, How Are You?
Hel-lo [Student Name] and a happy day to you.

Sing one verse per child. This can be combined with an action like a high five or a hug.

Review (5M)

Quickly review two of the rules of the class:

- I can sit nicely.
- I can raise my hand to talk.

Here's a sample rules song to help teach the classroom rules.

I can sit nicely, looking at the teacher.
I can raise my hand to talk, and wait my turn.
I have my feet and hands just like this because,
I am sitting nicely, and I'm ready to learn.

Sing Head, Shoulders, Knees and Toes or play Go, Go, Stop or sing the Bingo song.

Letters (10M)

Learn about the letter -g- sound (guh).

Practice the following phrases: a girl; a goat; a grape.

Sing the Letter G sound song.

Use the Letter G work sheet/activity..

Review / Exit Ticket (5M)

Use a game or review of the letter -g sound to dismiss students one by one.

Arts Overview

The Arts portion of our curriculum encompasses Arts, Drama, Movement and Music. On an even more basic level, our Arts classes are devoted to helping our students express their imagination through all their senses. Our teachers help our students to see and to express beauty and to create their own art!

Classroom activities are a mix of song, dance, musical instruments, role plays, theatre, clay work, drawing, sketching, painting and so much more!

We examine classic art works in every genre, whether it's a traditional story, a classic painting, a folk song or a folk dance. But we don't want our students simply to become mimics so we also work on creating our own art. We learn how to draw within the lines and to understand the basic rules of art, but we also encourage our students to have fun breaking all the rules!

We also make sure our students can explain to their audience (and parents) what they are trying to say in the art that they produce.

Goals

Art

Early learnings begin by scribbling and learning how to handle basic art materials. Over time, student art becomes more realistic and representative. As

students progress, they become aware of the artists behind art. They also begin to develop their own set of aesthetics -- what is it they like to see, and what is it they like to create.

Drama

Drama begins simply by imitating the people our students see in their own lives. We also use puppets and dolls for role play. As students mature, they add expressiveness and emotions to their characters. Eventually, they learn to create skits that express their personal thoughts, ideas and emotions.

Movement

Movement begins with the basics, learning how to move our own bodies to a rhythm. We progress to actual dance and to both rehearsed and improvisational dance. Over time we begin to express emotions through our movements. Seniors are able to perform dance routines and to create their own moves and movement sequences.

Music

We begin by simply learning how to listen to music. We progress to being able to memorize songs and to sing them aloud together or on our own. We also start to introduce different instruments to our students. Older students begin to learn how music can drive a story forward or express different emotions and ideas.

Arts

Sample Lesson Plan

Unit 103 -- Health and Hygiene

Sophomores

Circle 1 of 8

Circle Time

Goals

1. Learn the Summer nursery rhyme.
2. With guidance, identify and learn how to use snare drum, egg shaker and finger splint.
3. Learn to tap in rhythm.

Materials

1. Summer nursery rhyme MP3
2. Drums, maracas, egg shakers, castanets

Activities (30M)

Classroom Meeting (5M)

Talk about what summer weather is like with the students.

Singing (10M)

Play the song one time for the students. Ask students questions about the song, e.g., “What is the name of the song” and “What else did you hear?” Summarize their descriptions, making sure to fully explain the song via your summary. For example, “It’s hot in summer. There are often thunderstorms. After a storm, the clouds clear and the sun comes out.”

Play the song again, this time piece by piece. Teach the words of the nursery rhythm line by line. Play the whole song again. Mix up loud and quiet versions of singing for you and the students to make it fun!

Musical Instruments and Dance (15M)

Use the same song but in this portion of the class focus on the use of the musical instruments.

First, sing as a group, introducing body movements based on the words of the song. Then, display various musical instruments -- drums, maracas, egg shakers or castanets. Review the names of the instruments and explain how to use them.

Before handing out the instruments, model how to sing while tapping. Then, ask children to choose their instruments. Play the song once more, this time allowing students to use their instruments.

You can also assign a part of the song to each instrument. For example, use the drum and maracas to play the rumbling sound of thunder. Use the castanets to mimic the sound of rain. If time, have the students exchange their instruments and play the song again.

Review / Exit Ticket (5M)

Ask each student to name her or his instrument before being dismissed from the circle.

Safety and Health Overview

Safety and Health Safety and Health covers well-being skills, safety protection awareness and physical health.

We use a variety of activities to help our students develop health daily routines, food and personal hygiene habits, coordination and flexibility of motor movement and trigger children's interest in exercises.

We combine safety education with real-world examples to improve our students' ability to stay safe, to make smart judgments about danger, to foresee the consequences of their behaviors and to learn how to protect themselves from risk.

environment for children. We consistently train for and conduct a wide range of safety drills. We help children to understand which items and activities are unsafe and forbidden.

We help children to understand common safety signs. We also teach simple ways to take care of ourselves and how to ask for help when necessary.

Fine and Gross Motor Skills

We develop our students fine and gross motor skills through a wide range of fun games and activities. We develop a sense of physical balance and hand-eye coordination. The goal is to instill a lifelong interest in sports and exercise!.

Goals

Wellbeing

We use a variety of activities to develop good hygiene habits such as brushing our teeth, taking a bath, caring for our hair and skin, etc. Children are encouraged to develop health daily routines such as going to bed on time and getting up on time. We help children develop healthy eating habits such as eating at scheduled times, eating appropriate amounts and being open to new foods.

Safety Protection

We provide a safe educational

Safety and Health Sample Lesson Plan

Unit 103 -- Musical Arts Junior Two

Circle 1 of 4

Circle Time

Goals

1. Understand that thunderstorms are a common natural phenomenon in summer.
2. Learn simple ways to stay safe when it's lightning outside.

Materials

1. Thunderstorm audio
2. Thunderstorm flash cards, model telephone, drums

Activities (30M)

Pre-Teach (5M)

Play the thunderstorm audio. Ask children what it is? Can anyone mimic the sound? When does lightning happen more often? Is thunder dangerous? And why? Why does lightning follow thunder?.

Teach (10M)

Ask if anyone knows what to do if they are outside and it thunders? Use the flash cards to show how we protect ourselves. We stay away from trees when there is thunder and lightning. Don't shelter under a tree. If there's a thunderstorm in the field, crouch down on the ground with your head down and your feet together, like the child in the picture. Now, let's do it all together.

Summary

Avoid using metal umbrellas or running outdoors in the open air. Avoid standing on rooftops or hilltops. The best thing to do with lightning is to seek shelter as quickly as possible. Get indoors and close the door and windows.

Review (10M)

Teacher models the sound of thunder by playing the drum. Create a pretend thunderstorm and have one group of children play act the proper response. Let the other children to watch the role play. What did they do right (or wrong)?

For example...

1. It's thundering outside. Mom looks out the window and sees Dad. What does she say?
2. Lily is outside playing in a sandpit when it starts to thunder. What does she do?
3. Ricky hears thunder. He tells Leon: "There's a big tree. Let's go under there."

Review / Exit Ticket (5M)

Ask each student to name one thing to do in case of thunder before being dismissed from the circle.

Three-Year Theme Cycle

		Year White	Year Yellow	Year Orange
Sep	Education	Back to School	Back to School	Back to School
Oct	Safety & Health	Safety Awareness	Safety Awareness	Safety Awareness
Dec	Arts	Musical Arts	Architecture and Design	Folktales and Fairy Tales
Nov	Sciences	Animals	Bugs and Insects	Weather
Jan	Psychology	My Family	My Friends	My Community
Feb	Sciences	Dinosaurs	Prehistoric Animals	Zoo
Mar	Safety & Health	Human Body	Food	Environmental Awareness
Apr	Sciences	Outer Space	Construction	Transportation
May	Arts	Visual Arts	Performing Arts	Literary Arts
Jun	Psychology	Diversity	Emotions and Feelings	Community Helpers
Jul	Sciences	Farm	Jungle	Plants and Flowers
Jun	Arts	Professions	Hobbies	Sports

Arts	3
Education	1
Psychology	2
Safety & Health	2
Sciences	4
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2020 Academic Calendar

Sunshine Home Kindergarten

Academic Calendar -- Spring 2020

Events

Unit	Mon	Tue	Wed	Thu	Fri	Sat	Sun	External	Internal	Holiday	Safety Drills	
	Feb. 24	Feb. 25	Feb. 26	Feb. 27	Feb. 28	Feb. 29	Mar. 01					
	Mar. 02	Mar. 03	Mar. 04	Mar. 05	Mar. 06	Mar. 07	Mar. 08					
	Mar. 09	Mar. 10	Mar. 11	Mar. 12	Mar. 13	Mar. 14	Mar. 15					
	Mar. 16	Mar. 17	Mar. 18	Mar. 19	Mar. 20	Mar. 21	Mar. 22					
	Mar. 23	Mar. 24	Mar. 25	Mar. 26	Mar. 27	Mar. 28	Mar. 29					
	Mar. 30	Mar. 31	Apr. 01	Apr. 02	Apr. 03	Apr. 04	Apr. 05					
	Apr. 06	Apr. 07	Apr. 08	Apr. 09	Apr. 10	Apr. 11	Apr. 12					
	Apr. 13	Apr. 14	Apr. 15	Apr. 16	Apr. 17	Apr. 18	Apr. 19					
	Apr. 20	Apr. 21	Apr. 22	Apr. 23	Apr. 24	Apr. 25	Apr. 26					
	Apr. 27	Apr. 28	Apr. 29	Apr. 30	May. 01	May. 02	May. 03					
	May. 04	May. 05	May. 06	May. 07	May. 08	May. 09	May. 10					
	May. 11	May. 12	May. 13	May. 14	May. 15	May. 16	May. 17					
	May. 18	May. 19	May. 20	May. 21	May. 22	May. 23	May. 24					
	May. 25	May. 26	May. 27	May. 28	May. 29	May. 30	May. 31					
	Jun. 01	Jun. 02	Jun. 03	Jun. 04	Jun. 05	Jun. 06	Jun. 07			Training A+B		
Spring 1	Safety	安全意识	Jun. 08	Jun. 09	Jun. 10	Jun. 11	Jun. 12	Jun. 13	Jun. 14			Fire
			Jun. 15	Jun. 16	Jun. 17	Jun. 18	Jun. 19	Jun. 20	Jun. 21			
			Jun. 22	Jun. 23	Jun. 24	Jun. 25	Jun. 26	Jun. 27	Jun. 28			
			Jun. 29	Jun. 30	Jul. 01	Jul. 02	Jul. 03	Jul. 04	Jul. 05		Dragonboat	
Spring 2	Farm	农场	Jul. 06	Jul. 07	Jul. 08	Jul. 09	Jul. 10	Jul. 11	Jul. 12	Profession Day A		
			Jul. 13	Jul. 14	Jul. 15	Jul. 16	Jul. 17	Jul. 18	Jul. 19			Invacuation
			Jul. 20	Jul. 21	Jul. 22	Jul. 23	Jul. 24	Jul. 25	Jul. 26			
			Jul. 27	Jul. 28	Jul. 29	Jul. 30	Jul. 31	Aug. 01	Aug. 02			
Spring 3	Professions	职业	Aug. 03	Aug. 04	Aug. 05	Aug. 06	Aug. 07	Aug. 08	Aug. 09	Open Day A		
			Aug. 10	Aug. 11	Aug. 12	Aug. 13	Aug. 14	Aug. 15	Aug. 16			Earthquake
			Aug. 17	Aug. 18	Aug. 19	Aug. 20	Aug. 21	Aug. 22	Aug. 23			
			Aug. 24	Aug. 25	Aug. 26	Aug. 27	Aug. 28	Aug. 29	Aug. 30		Training C	

* All dates subject to change * 具体日程以实际情况为准 Year White of the Three-Year Cycle

Legend	
Class	
Party	
Off	
Parent Meetings	
Safety Drills	
Field Trip	
Open Day	
On-site Event	
Training Day	
Canceled	



Draft calendar for discussion purposes only as at June 05, 2020
日历草稿仅供讨论截至2020年6月5日

阳光灿烂幼儿园

Sunshine Home Kindergarten

Academic Calendar -- Fall 2020

Events

Unit	Unit	Mon	Tue	Wed	Thu	Fri	Sat	Sun	External	Internal	Holiday	Safety Drills
Fall 1	Back to School	重返校园	Aug. 31	Sep. 01	Sep. 02	Sep. 03	Sep. 04	Sep. 05	Sep. 06			
			Sep. 07	Sep. 08	Sep. 09	Sep. 10	Sep. 11	Sep. 12	Sep. 13			Invacuation
			Sep. 14	Sep. 15	Sep. 16	Sep. 17	Sep. 18	Sep. 19	Sep. 20	Charity Market		
			Sep. 21	Sep. 22	Sep. 23	Sep. 24	Sep. 25	Sep. 26	Sep. 27			
Fall 2	Safety Awareness	安全意识	Sep. 28	Sep. 29	Sep. 30	Oct. 01	Oct. 02	Oct. 03	Oct. 04			
			Oct. 05	Oct. 06	Oct. 07	Oct. 08	Oct. 09	Oct. 10	Oct. 11			
			Oct. 12	Oct. 13	Oct. 14	Oct. 15	Oct. 16	Oct. 17	Oct. 18	Profession Day B		Fire
			Oct. 19	Oct. 20	Oct. 21	Oct. 22	Oct. 23	Oct. 24	Oct. 25			
Fall 3	Musical Arts	音乐艺术	Nov. 02	Nov. 03	Nov. 04	Nov. 05	Nov. 06	Nov. 07	Nov. 08	Field Trip A (AM)	Teambuilding	
			Nov. 09	Nov. 10	Nov. 11	Nov. 12	Nov. 13	Nov. 14	Nov. 15			Fire
			Nov. 16	Nov. 17	Nov. 18	Nov. 19	Nov. 20	Nov. 21	Nov. 22	Parent Meeting B		
			Nov. 23	Nov. 24	Nov. 25	Nov. 26	Nov. 27	Nov. 28	Nov. 29			
Fall 4	Animals	动物	Nov. 30	Dec. 01	Dec. 02	Dec. 03	Dec. 04	Dec. 05	Dec. 06		Training Day D	
			Dec. 07	Dec. 08	Dec. 09	Dec. 10	Dec. 11	Dec. 12	Dec. 13			Traffic Safety
			Dec. 14	Dec. 15	Dec. 16	Dec. 17	Dec. 18	Dec. 19	Dec. 20	Open Day B		Earthquake
			Dec. 21	Dec. 22	Dec. 23	Dec. 24	Dec. 25	Dec. 26	Dec. 27			
Celebration! 庆典		Dec. 28	Dec. 29	Dec. 30	Dec. 31	Jan. 01	Jan. 02	Jan. 03			New Year's Day	
Fall 5	My Family	朋友	Jan. 04	Jan. 05	Jan. 06	Jan. 07	Jan. 08	Jan. 09	Jan. 10			
			Jan. 11	Jan. 12	Jan. 13	Jan. 14	Jan. 15	Jan. 16	Jan. 17			Invacuation
			Jan. 18	Jan. 19	Jan. 20	Jan. 21	Jan. 22	Jan. 23	Jan. 24			
			Jan. 25	Jan. 26	Jan. 27	Jan. 28	Jan. 29	Jan. 30	Jan. 31		Annual Dinner	
Fall 6	Dinosaurs	恐龙	Feb. 01	Feb. 02	Feb. 03	Feb. 04	Feb. 05	Feb. 06	Feb. 07			
			Feb. 08	Feb. 09	Feb. 10	Feb. 11	Feb. 12	Feb. 13	Feb. 14			Earthquake
			Feb. 15	Feb. 16	Feb. 17	Feb. 18	Feb. 19	Feb. 20	Feb. 21			
			Feb. 22	Feb. 23	Feb. 24	Feb. 25	Feb. 26	Feb. 27	Feb. 28		Spring Festival	

* All dates subject to change * 具体日程以实际情况为准 Year White of the Three-Year Cycle

Legend	
Class	
Party	
Off	
Parent Meetings	
Safety Drills	
Field Trip	
Open Day	
On-site Event	
Training Day	
Canceled	

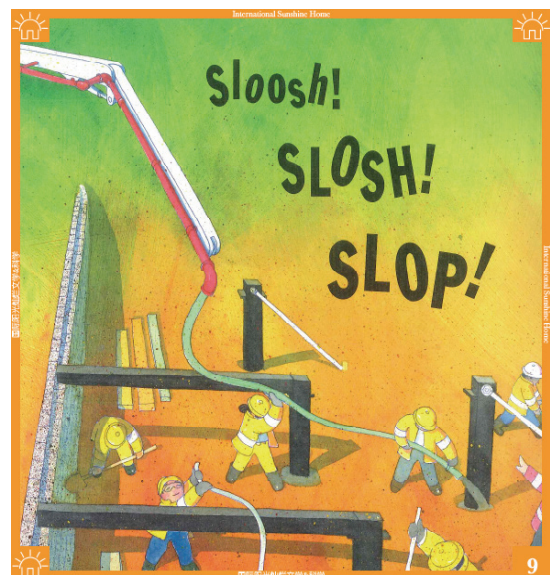
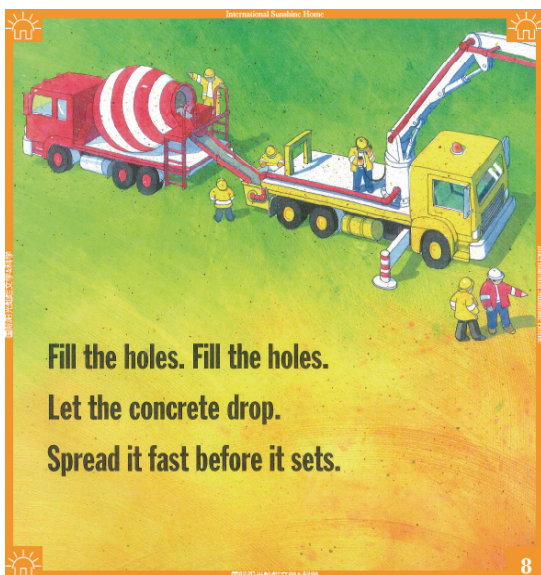
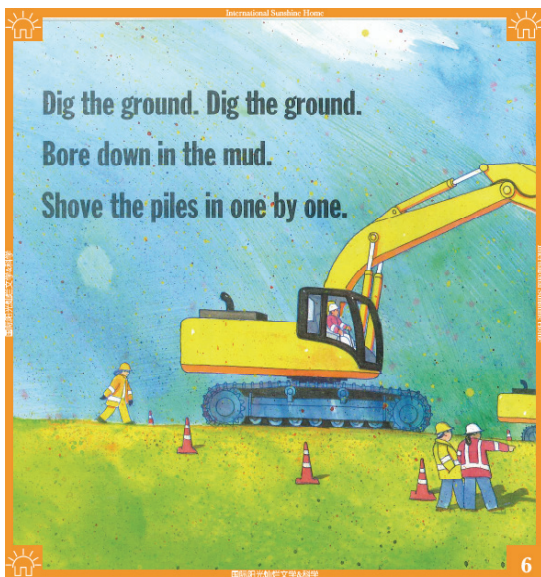
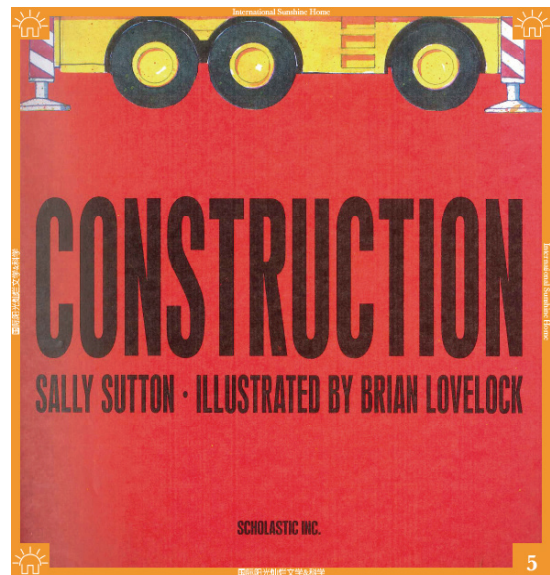
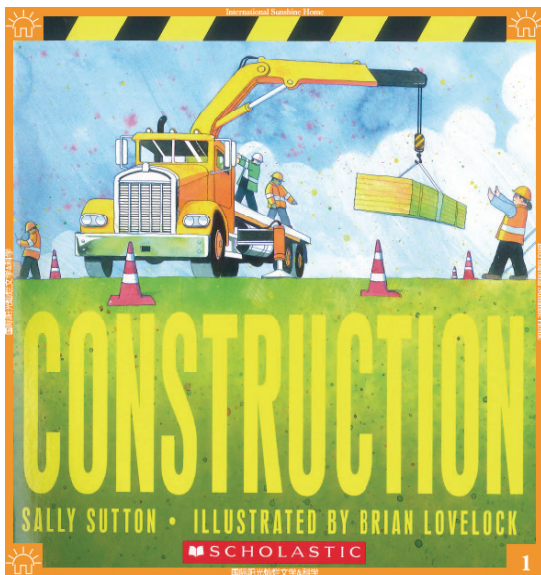


Draft calendar for discussion purposes only as at June 05, 2020
日历草稿仅供讨论截至2020年6月5日

阳光灿烂幼儿园

Unit Book Sample

Construction



Flashcard Samples

Transportation



ambulance
æmbjæləns

jiù hù chē
救护车

bulldozer
búldòzər

tuī tǔ jī
推土机



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