



2014-2015

3313 Arlington Blvd
Arlington, VA 22201

703-525-1375.....preschool@flcva.org

www.flcva.org

a half-day preschool for 3 and 4 year olds

Our Mission Statement

Our mission is to empower each individual child to investigate his or her interests within a loving community of peers and adults. Our program is inspired by the Reggio Emilia philosophy of early childhood development. We provide a safe, playful environment where our children are free to discover, explore, question, and express their own experiences, predictions, and evaluations in a myriad of "languages". Offering a variety of materials, tools, concepts, and equipment, we help them to see alternatives, problem solve and make their own decisions. We are committed to observe and listen, and then to react to and validate their ideas with respect, imagination and tenderness.

Sponsored by Faith Lutheran Church

Our Program

Developmentally appropriate

Every child has a different pattern of growth in the areas of cognitive, spiritual, social, emotional, and fine and large motor physical development. Our emergent curriculum offers activities in all these areas designed for participation at various levels. Your child can participate successfully and grow, whatever his or her strengths and challenges.

Play based

Spontaneous, voluntary play is a child's natural mode of learning. Whether alone, with other children, or with adults who respond to or expand upon his or her own ideas, your child has endless opportunities to develop and express. Child-initiated play allows us to take advantage of natural curiosity and self-motivation in the learning experience.

Process oriented

The process of doing is more valuable than the end result. Your child is encouraged to get involved directly in hands-on learning with broad exposure to sensory experiences. Children are empowered with the feeling of "I can...". We encourage, value, and applaud your child's efforts to try new ways to explore the world and practice new-found independence.

Child Empowering

Children are best equipped for life if they discover that there can be many ideas or answers to a specific problem or question. In group discussions and activities, we encourage your child to develop attitudes that support creative thinking and problem solving. Teachers model and encourage a willingness to ask questions, to experiment, to listen to the others' ideas, and to explore different ways of doing things. Having alternatives and making choices gives your child a feeling of control over aspects of his or her life.

Well supported

FLP is blessed with a wide array of teaching materials and venues which are used fully by dedicated and caring faculty members. We have recently added an outdoor classroom that allows a fuller exploration of our natural world. Class size ranges from 12-18, with a teacher and an assistant teacher in each classroom. Faculty members continue their professional growth through workshops, conferences, readings, and regular staff meetings. Special teachers in music, art and science are a regular part of the program as well as weekly chapel led by the Faith Lutheran Church Pastor. Our community welcomes parents and caregivers to become as involved as they are able in all aspects of school life from classroom visits to fund raising efforts, to school-wide events to attendance at monthly coffees.

Schedule

mid-September through May

9:15 am – 1:00 pm (children bring lunch)

3's	T-W-Th
4's	T-W-Th-F

Costs

Non-refundable Application/Registration fee: \$50

<u>Class</u>	<u>Tuition</u>
3 day 3's	\$386/mo
4 day 4's	\$470/mo

We welcome children of all racial, ethnic, and religious backgrounds.

Fundamentals of the Reggio Approach

(taken from the book, Bringing Reggio Home, by

Louise Boyd Cadwell

The child as protagonist: Children are strong, rich and capable. All children have preparedness, potential, curiosity, and interest in constructing their learning, negotiating with everything their environment brings to them.

The child as collaborator: Education has to focus on each child in relation to other children, the family, the teachers, and the community rather than on each child in isolation. There is emphasis on work in small groups.

The child as communicator: Children have the right to use many materials in order to discover and communicate what they know, understand, wonder about, question, feel, and imagine. In this way, they make their thinking visible through their many natural “languages”.

The teacher as partner, nurturer, and guide: Teachers facilitate children’s exploration of themes, work on short- and long-term projects, and guide experiences of joint, open-ended discovery and problem solving. To know how to plan and proceed with their work, teachers listen and observe children closely, ask questions, discover children’s ideas, hypotheses, and theories and provide for occasions for discovery and learning.

The environment as third teacher: The design and use of space encourages encounters, communication, and relationships. Every corner of every space has an identity and purpose, is rich in potential to engage and communicate, and is valued and cared for by children and adults.

The parent as partner: Parent participation is considered essential and takes many forms. The ideas and skills that the families bring to the school and, even more important, the exchange of ideas between parent and teachers, favor the development of a new way of educating, which helps teachers to view the participation of families not as a threat but as an intrinsic element of collegiality and as the integration of different wisdoms.

The documentation as communication: Documentation makes parents aware of their children’s experiences. It allows teachers to better understand children, to evaluate their own work, and to exchange ideas with other educators. Documentation also shows children that their work is valued. It creates an archive that traces the pleasure in the process of learning experienced by many children and their teachers.

Our Staff

(year joined FLP staff)

Kirsten Holtz (2011) Director.... New to the team, Kirsten has been working directly with children and families for fifteen years. She has a Masters Degree from Johns Hopkins University in Education and is a fully certified Special Education teacher. Her most recent position was supervising a child care center at a therapeutic residential program for young mothers in Falls Church. She has also worked as a Special Education teacher at Kenmore Middle School.

Ellen Blair (2012) Science Resource Teacher... Ellen is the mother of two FLP grads. She graduated from the College of William and Mary with a BA in English Literature, and then from George Mason University with an M.Ed. in Special Education (Learning Disabilities). She taught in Arlington Public Schools for nine years, and is thrilled to return to teaching at FLP!

Cynthia ErkenBrack (1999) Threes’ Lead Teacher... mother of three young adult sons, Cynthia, who has assisted in both the threes’ and fours’ classrooms here at FLP, finally has time to document her years of early childhood teaching experience and is presently obtaining her Early Childhood Education certification and degree.

Ann Felker (1990 on) Threes’ Lead Teacher... mother of nine (one FLP grad), Ann is a legend here and in the community! An Arlington native, she has served on numerous school, church and county boards, committees and councils in the area of education and social concerns. She chaired the Advisory Council on Instruction for Arlington County Public schools, is presently a pillar at Queen of Peace Church, our resident community activist, and very well loved!

Mary Hynes (1991 off&on) Music Teacher... par excellence! “Music Mary”, who spent 12 yrs on the Arlington County School Board and now serves on the Arlington County Board, still finds time to visit us once a week to share her gifts of song and autoharp.

Kristie Jaffe (2010) Fours’ Assistant Teacher....mother of two,. Kristie attended Williams College, earned a bachelor’s degree in English and continued her education to earn a master’s in Business Administration. Needing a career change she began teaching preschool at another area preschool and decided to join the FLP community in October 2010.

Anne Larsen (1990 off&on) Fours’ Lead Teacher.... mother of two grown sons, native of PA, graduate of Gettysburg College, Anne has been teaching preschool since 1972 in Portland, Oregon and here. Anne is our resident naturalist and yoga enthusiast.

Lisa McKenzie (2003) Fours’ Lead Teacher... mother of one teenaged son, former Arlington County elementary school teacher decided she enjoyed the “little ones” and came to us. Lisa holds a BA in Psychology with a minor in Learning Disabilities and an MS in Educ from Marymount University with concentration in Special Ed.

Trish Montgomery (2007) Threes’ Assistant Teacher...mother of two FLP grads, health administration major from Penn State, Trish has held every possible job here at Faith: mom, Parent Rep, FLP Board member, Before School Care, substitute and now her current position. What could be next!?

Penny Ott (2002) Atelierista (Art Teacher)... mother of two FLP grads, freelance artist, Ohio native, Penny combines her professional expertise in design and commercial art, and her love of photography and multi media to bring the arts to life at FLP. Our artiste in residence, she designed the FLP logo and continues to create our supporting artwork.

Martha Perry (2006) Fours’ Assistant Teacher... mother of two FLP grads, FL Church member, graduate of St. Olaf College, currently pursuing her Child Development Associate certification as she, too, begins a new career.

Anna Peterson (2006) Three’s Assistant Teacher... mother of four FLP grads, graduate herself of GMU is launching a new career in early childhood education as she juggles family and work demands!