

**V/S**

# PRESCHOOL

Pre-K, Transitional Kindergarten (TK), Early Childhood





**“The goal of early  
childhood education  
should be to activate  
the child’s own natural  
desire to learn.”**

- Maria Montessori

VS develops the ideas behind our furniture concepts in cooperation with experts from the fields of pedagogy, teaching and school practice, interior design and architecture, trend and behavioral research, and ergonomics. Through their knowledge, our cooperative partners always take us that bit further — so we can provide schools with the exact room concepts they need.







## **Intentional learning environments nurture play, communication, and skill development.**

An inviting and inclusive learning environment can be defined by intentional furnishings and areas of activity determined by the furniture layout. Our unique system of furniture works interchangeably to support play, early literacy experiences, cognitive and physical skill development, and the health and well-being of young learners.

Warm and inviting spaces allow children to be explorers and opens the way to lifelong learning. During play, young learners explore, experiment, wander, socialize, and are constantly on the move.

Versatile learning environments allow teachers to orchestrate organized and manageable learning environments where all children move freely between learning areas and readily participate in and self-select activities.



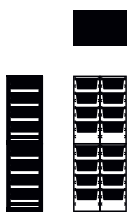
**09325 + 09328**  
Shift+ Landscape  
Soft seating.



**09329**  
Shift+ Landscape  
Soft seating.



**Spaces designed  
for exploration,  
construction, and  
shared play are  
multidimensional.**



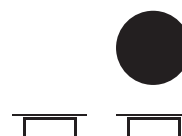
**45436**  
SpaceStation  
Wall mounted storage  
element.



**45410**  
SpaceWalk  
Mobile storage  
element.



**09393 + 09394**  
**09395 + 09396**  
ClubLounge  
Soft seating.



**23051**  
EcoTable-R  
Circular table.



**03825**  
Hokki  
Wobble stool







**Give children  
the freedom to  
explore their  
curiosity and  
stimulate their  
senses.**









# Children learn best when they are personally involved in learning.

An experiential environment is a living, changing system guided by student interest. More than the setup of physical space, experimenting with hands-on activities gives kids a chance to engage multiple senses.

Scalable, mobile, and easily cleaned tables and chairs make experimenting a snap. With various surfaces and agile, transparent storage with items for young learners located at eye level, you can turn your spaces from a lab to a lunchroom or to an outer space house of hay and bricks in seconds.

When children experience meaningful experimentation they connect through play, imagination, curiosity, and language. They have the chance to learn and work at their own pace and interest levels.

Teachers can facilitate a range of experiences with quick transitions to easily move from hands-on group experiments to various zoned activity centers.



## EXPERIMENT

# Young learners must physically interact within spaces to develop spatial intelligence.

The flexibility of stackable tables and chairs means learning environments can instantly transform to free up space for young learners to meander freely with reduced runways. These interactions provide opportunities to develop cognitive age-appropriate processing skills as they self-select places for structured and unstructured play.

Children seek adventure. The physical environment supports innate curiosity, playing, swaying, and meandering - and testing their abilities develops young learners' sense of place as it builds independence and supports self-regulation.



**WANDER**









# Socialization encourages a sense of shared experiences and community.

Inspired by various seating configurations, socialization impacts daily routines for whole and small group gatherings before, during, and after shared experiences. Play can take on many forms in the physical environment. It can be pretty serious during block play and quite loud while kids are making music and banging pans together.

Young learners play for the sake of play. During play, they interact verbally and non-verbally with others for various purposes.

Play fosters socialization. During socialized integration of play, young children apply story elements, match and classify, sorting skills, and many other types of learning. They investigate and contribute while unconsciously developing their imaginative setting, plots, and resolution skills.



## SOCIALIZE

# Rooms should be designed for needs-based and development-promoting physical activities.

Creating learning spaces where students and teachers truly want to be is the ultimate goal. A place where young learners happily play and learn, and teachers teach with enthusiasm.

The freedom to choose personal and situational comfort sets the stage for developing agency in the learning environment. Agile furniture contributes to this individual freedom of choice. In these spaces, children can choose the types of spaces and furnishings that best support them with each specific activity. This allows them to feel empowered and inventive.



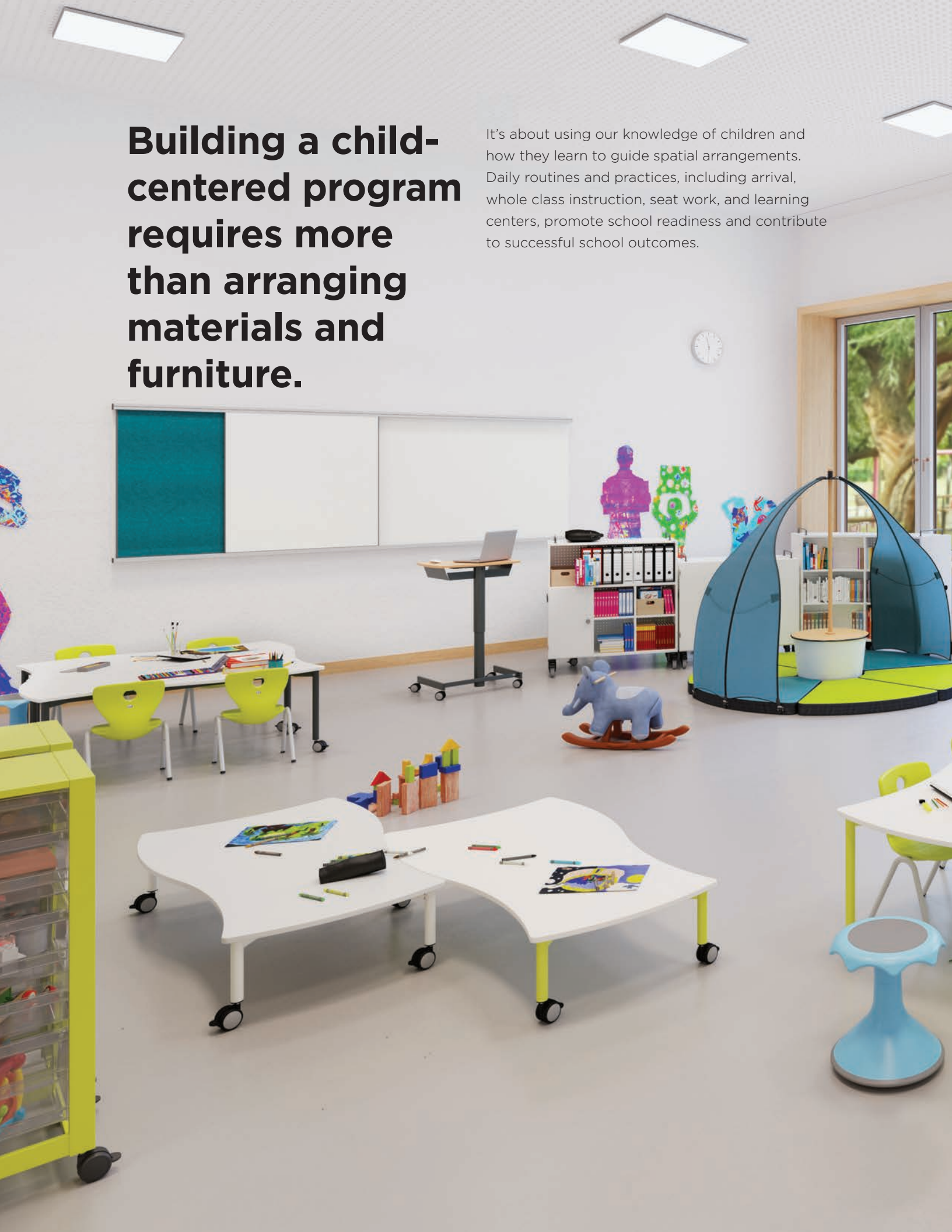
## MOVEMENT





# Building a child-centered program requires more than arranging materials and furniture.

It's about using our knowledge of children and how they learn to guide spatial arrangements. Daily routines and practices, including arrival, whole class instruction, seat work, and learning centers, promote school readiness and contribute to successful school outcomes.







## Giving choices promotes play.

Learning centers are activity-based divisions within a classroom or learning environment, creating different interest areas, such as blocks, art, writing, and dramatic play, giving children choices in their learning through play.

As young children play to make meaning, they build on thoughts and ideas, and turn them into symbolic representations.

Learning areas support schema and early literacy development as children learn about the world around them. Here are just a few possibilities for setting up stations.



**Dramatic Play Stations** are social spaces for exploring and pretend play. They support social-emotional, language, and cognitive development, where young children practice essential skills with peers.





**Library Stations** are clearly defined or self-selected areas that young children can use to browse books independently.



**Writing Stations** are a place for young children to express themselves with activities like making words with letter tiles, writing in journals and sand, book-making, and drawing with different types of materials like paint or crayons.

# Easily accessible, mobile storage allows designated activity areas to be reimaged.

Practical storage space is no longer a static affair; it needs to be there right where it's all happening, changing with the imagination and needs of the children.

SPACE - VS' storage solution - is about creative possibilities. It houses and displays the resources children use to express, share, and communicate their understanding to others and make the learning environment their own.

SPACE solutions support young learners in the physical environment by providing a variety of functions that are child-scaled and adult-sized.

Teachers can easily work with young learners to initiate ideas and make decisions together about the learning environment, developing a variety of communication skills such as negotiating, debating, and expressing themselves with confidence as learners in the classroom environment.



## ACCESS









# Children like to find spaces they can retreat in and out of for quiet, reflection, and play.

Learning space geography supports all personalities, activities, and temperaments.

Young learners are simultaneously successful at independent and interdependent tasks, and need places to balance all of the emotions that go along with their day.

Teachers support young learners with a variety of play opportunities so they can naturally self-advocate for independent tasks.



## RETREAT





# Child-friendly play and learning spaces.

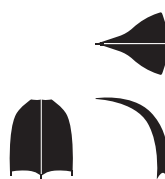
Play is synonymous with learning. The process of learning is built on a child's natural curiosity and ability to explore. It is during playful exploration that children learn early academic and social-emotional skills. Play is about having autonomy as to where and how learning happens.

Early learners benefit from play because it fosters flexible and higher-level thinking processes, as well as supports communication, which is linked to vocabulary and word structure processes.

Early learning educators curate play-based learning, so learners are able to explore academics naturally through a combination of self-guided and guided play, which weaves in early literacy and numeracy skills.



## PLAY



**09448**  
Leaf  
Fabric sail.

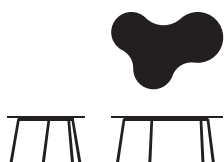


**01486**  
Drum  
Stackable table.



**09446 + 09447**  
Shift + Landscape  
Padded mat.





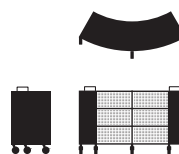
**01470**  
Puzzle  
Freely-shaped table.



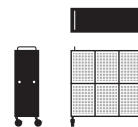
**09325**  
Shift+ Landscape  
Soft seating element.



**03825**  
Hokki  
Wobble stool



**45292**  
Shift+ Transfer  
Mobile shelving  
cabinet.



**45332**  
Shift+ Transfer  
Mobile shelving  
cabinet.

**Our senses can trigger  
memory in powerful ways.  
A setting that's rich in  
thematic touches via  
tactile materials and  
personalized furniture can  
help children retain and  
retrieve what they learn.**

**It also makes the world  
a lot more fun.**





## Agile furniture solutions by VS

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