

IEYC Principles



1.
The **earliest years** of life are important in their own right.



2.
Children should be supported to learn and develop at their own unique pace.

3.
Play is an essential aspect of all children's learning and development.



4.
Learning happens when developmentally-appropriate teacher-scaffolded and child-initiated experiences harness children's natural curiosity in an enabling environment.



5.
Independent and interdependent learning experiences create a context for personal development and are the foundation of international mindedness.

6.

Knowledge and skills development lead to an increasing sense of understanding when children are provided with opportunities to explore and express their ideas in multiple ways.



8.

Learning should be motivating, engaging and fun, opening up a world of wonder for children where personal interests can flourish.

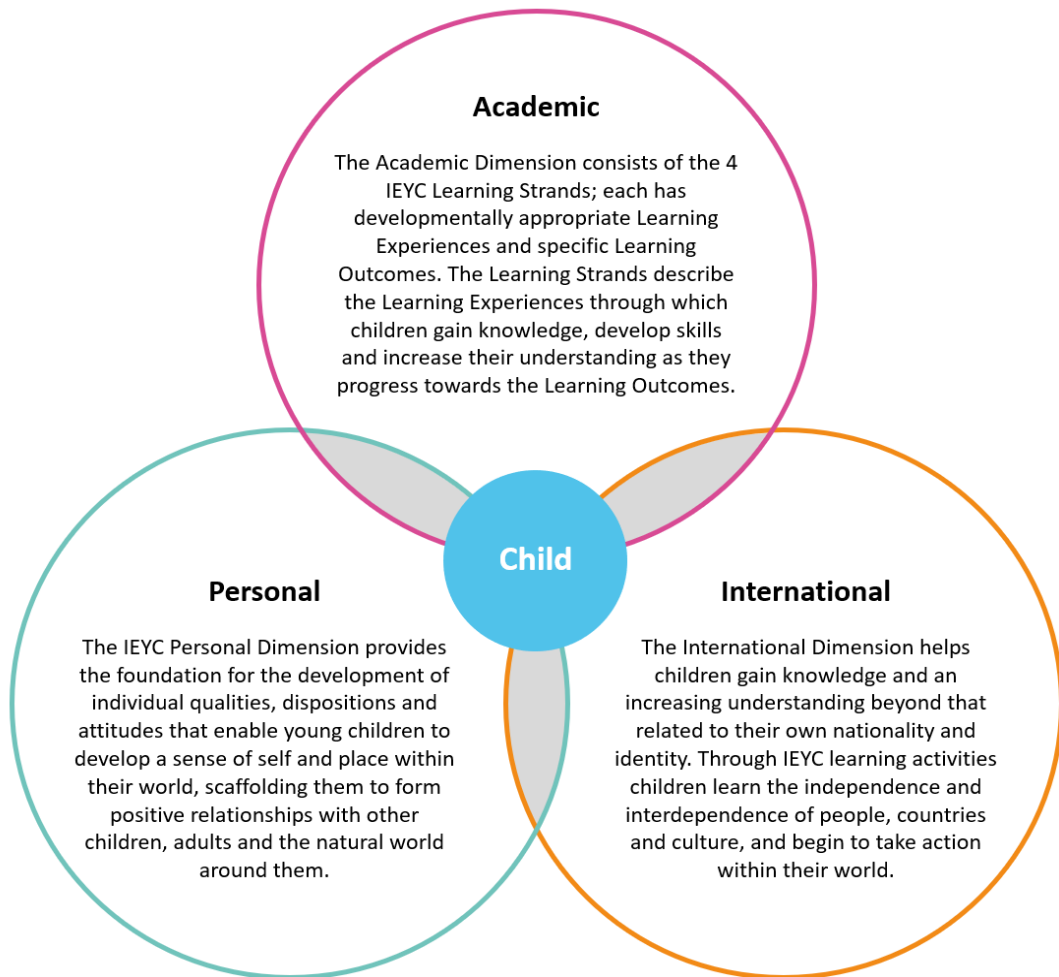


7.

Ongoing assessment, in the form of evaluation and reflecting, is effective when it involves a learning-link with the home.

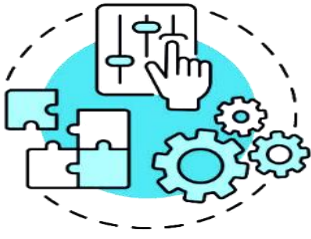


IEYC Dimensions of Learning and Development



Child-focused Personal, International and Academic Dimensions of Learning and Development

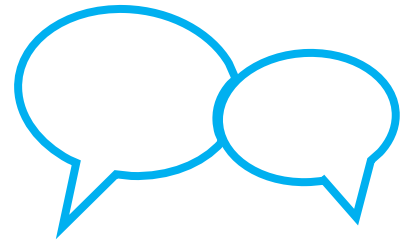
IEYC Personal Dimension: Personal Goals



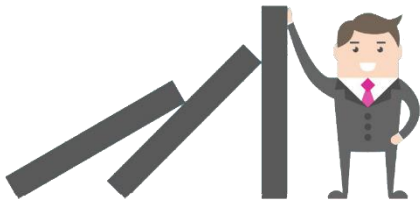
Adaptable



Collaborator



(a) Communicator



Resilient



Ethical



(a) Empathetic

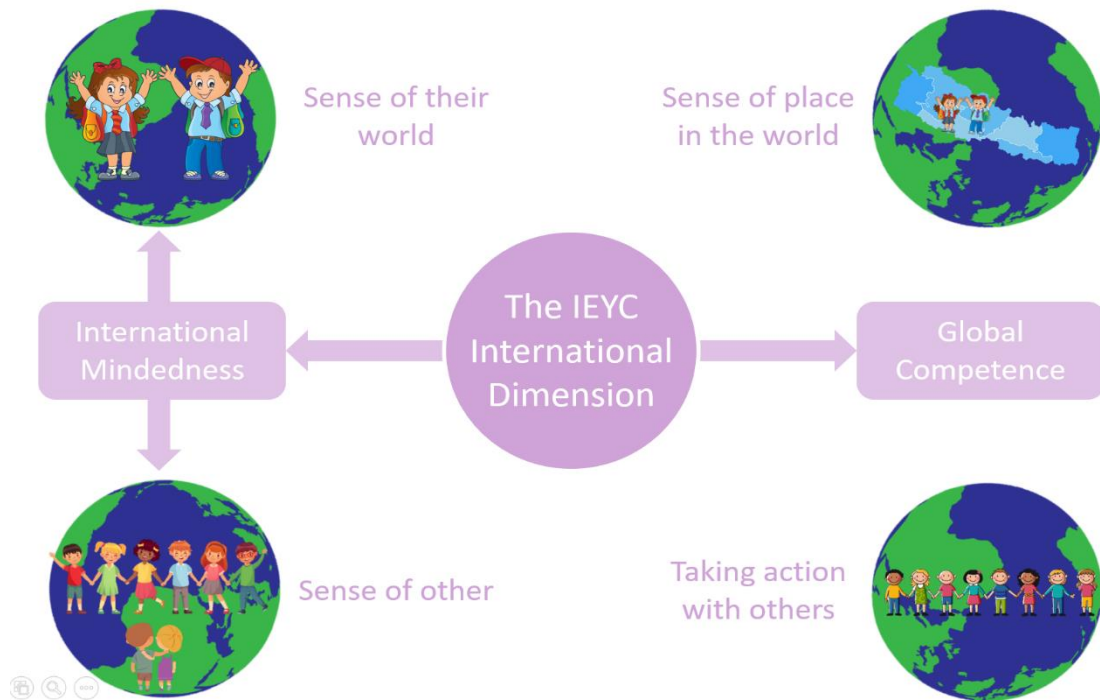


Respectful



(a) Thinker

IEYC International Dimension

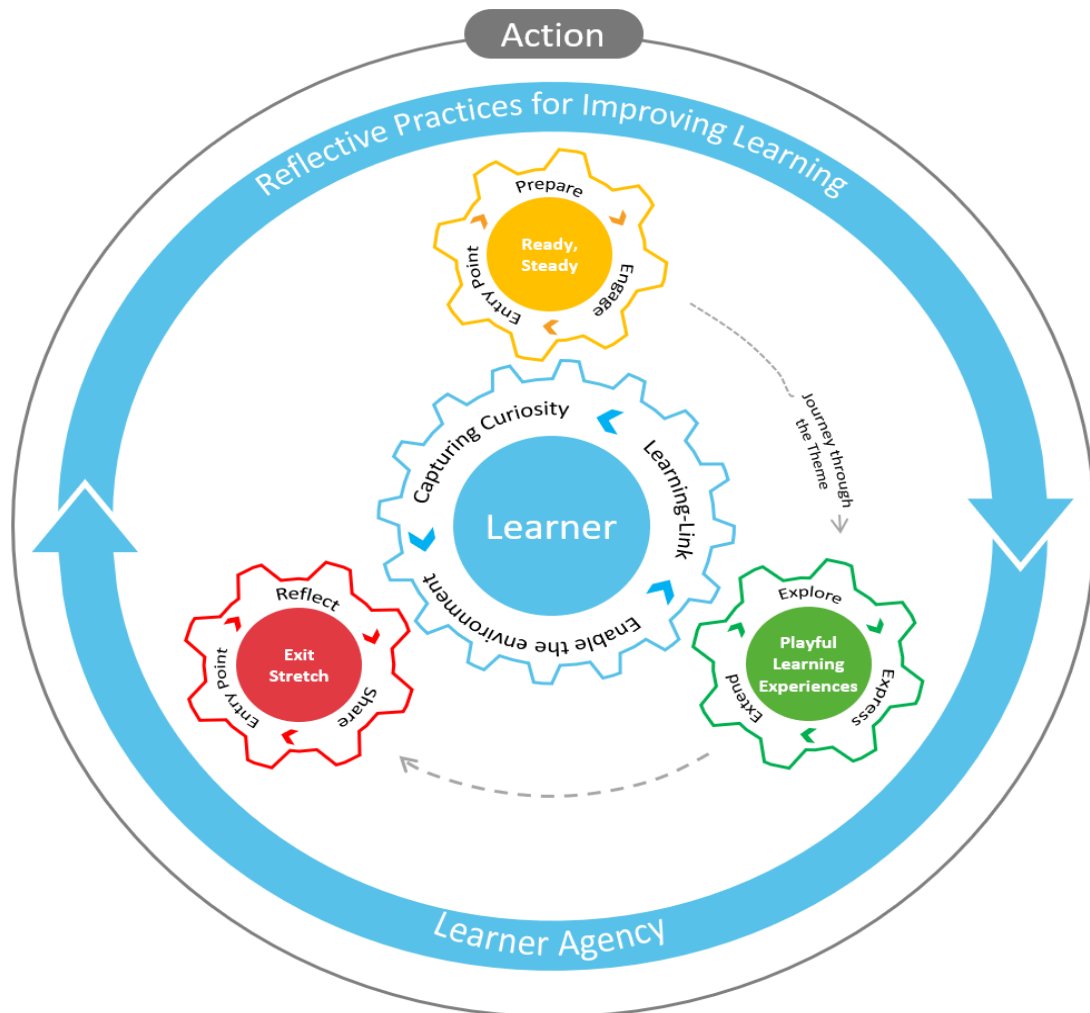


Globally Competent Learners



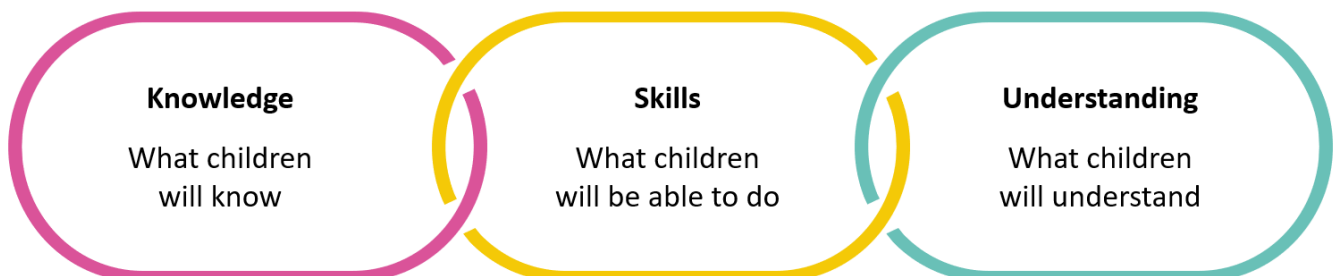
Framework for global competence (Biox Mansilla and Jackson, 2013)

A Process to Facilitate Learning for All



IEYC Process to Facilitate Learning

Knowledge, Skill and Understanding



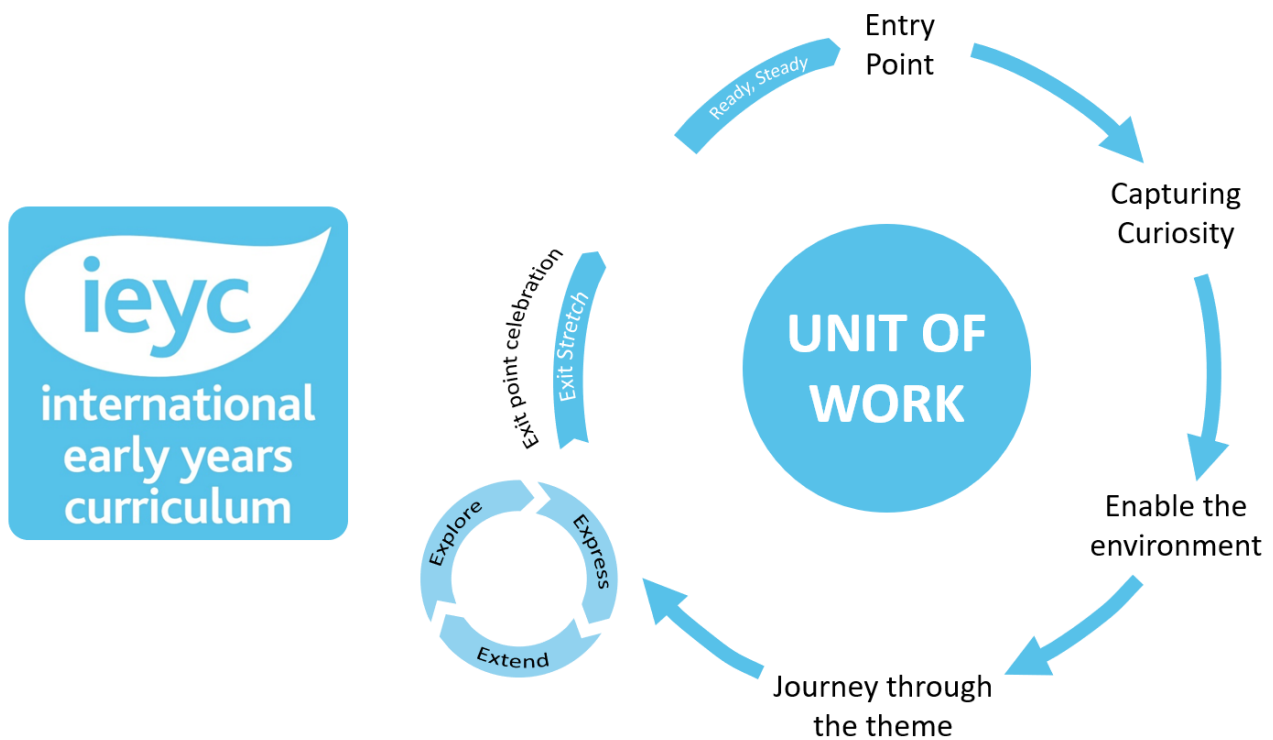
Knowledge, Skills and Understanding

IEYC Learning Strands



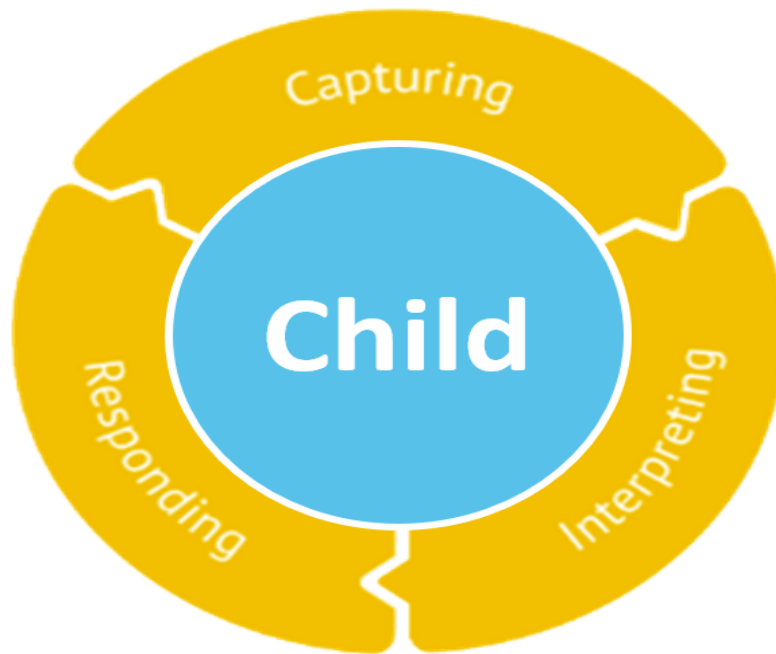
The Learning Strands have subcategories. For example, Communicating has 7 subcategories - these are the ways in which we identified how children communicate.

IEYC Learning Process



The IEYC Process to Facilitate Learning for all

Continuous Assessment of Learning



Reflective Practices for Improving Learning