### **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**

#### **Academic**

The Academic Dimension consists of the 4
IEYC Learning Strands; each has
developmentally appropriate Learning
Experiences and specific Learning
Outcomes. The Learning Strands describe
the Learning Experiences through which
children gain knowledge, develop skills
and increase their understanding as they
progress towards the Learning Outcomes.

#### Personal

The IEYC Personal Dimension provides the foundation for the development of individual qualities, dispositions and attitudes that enable young children to develop a sense of self and place within their world, scaffolding them to form positive relationships with other children, adults and the natural world around them.

#### Child

The International Dimension helps children gain knowledge and an increasing understanding beyond that related to their own nationality and identity. Through IEYC learning activities children learn the independence and interdependence of people, countries and culture, and begin to take action within their world.

International

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

### **IEYC Personal Dimension: Personal Goals**







Collaborator



(a) Communicator



Resilient



**Ethical** 



(a) Empathetic

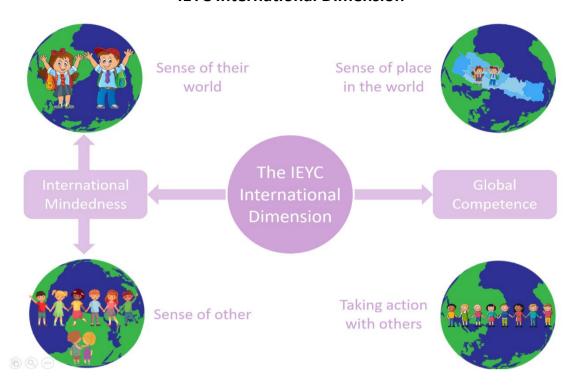


Respectful

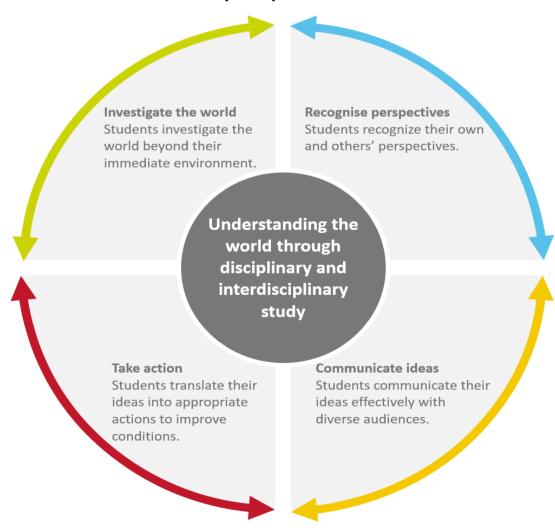


(a) Thinker

#### **IEYC International Dimension**

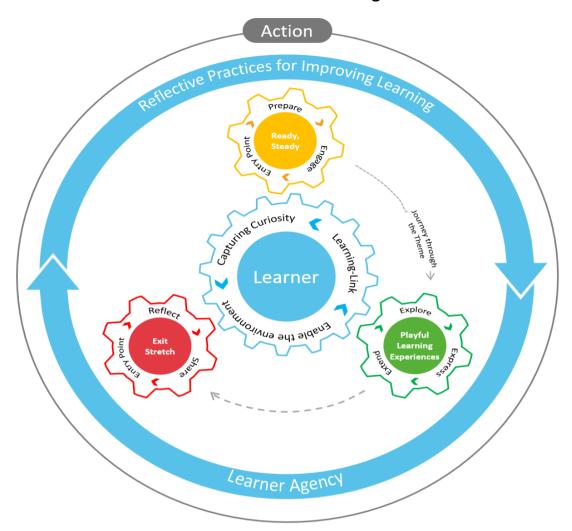


#### **Globally Competent Learners**



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



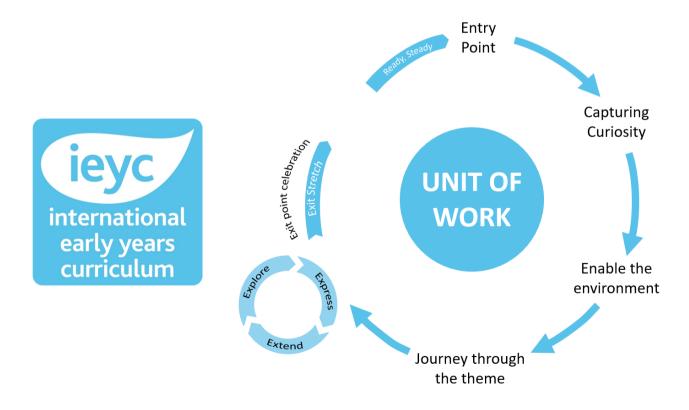
Knowledge, Skills and Understanding

#### **IEYC Learning Strands**



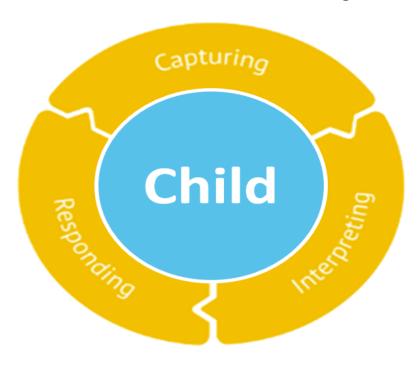
The Learning Strands have subcategories. For example, Communicating has 7 subcategories - these are the ways in which we identified how children communicate.

#### **IEYC Learning Process**



The IEYC Process to Facilitate Learning for all

# **Continuous Assessment of Learning**



Reflective Practices for Improving Learning