



Welcome to the International Early Years Curriculum





re-search¹ /rɪ'sɜːtʃ,

[plural] 1 serious st- / n

discover new facts

research into

student

Research Report: A Comparison of Early Years Education

In 2015 we commissioned a research report to determine:

- Historical perspective / teacher feedback
- Global trends in EY education
- Country specific age ranges and provision
- Current research in early childhood development

We looked at a range of world-renowned early childhood frameworks, including:

England: The Early Years Foundation Stage (EYFS)

New Zealand: Te Whàriki

Singapore: Nurturing Early Learners

Sweden: Läroplan Förskolan 98

The IEYC Story: The UN Convention on the Rights of the Child (1989)

Article 29: Goals of Education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Article 31: Leisure, Play and Culture

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



20 November 1989 - UNICEF press conference, United Nations, New York. UNICEF holding a press conference as the General Assembly adopts a United Nations Convention on the Rights of the Child. From left to right are James Grant, Executive Director of UNICEF, Jan Martenson, Under-Secretary-General for Human Rights and Director, United Nations, Geneva, and Audrey Hepburn, Goodwill Ambassador of UNICEF. (Photo credit: UN Photo/John Isaac)

Why is investing in early childhood education important?



Economist recognise that investment in early childhood education = future returns:

- **Private returns:** those that the individual gets
- **Social returns:** the private returns plus additional benefits for society
- **Global returns:** the private and social returns plus additional benefits for the world

Educationalists also recognise that high quality early childhood education results in gains for individuals, society and the world.

- Research indicates that **genes provide the initial plan for the brain's architecture, but experiences shape it.***

*Harvard's Center on the Developing Child (<http://developingchild.harvard.edu/science/key-concepts/brain-architecture/>)

The IEYC Guiding Statement



The IEYC is an innovative research-based toolkit, recognising global best-practice and the developmental needs of 2-5 year olds. It supports key areas of learning through holistic enquiry and play-based approaches encompassing all curriculum areas including personal, social and emotional development.

The IEYC Learning Principles



**Fieldwork
Education**
Improving Learning



The IEYC Learning Principles



There are eight Learning Principles that underpin all practice in the IEYC, developed from our research report findings.

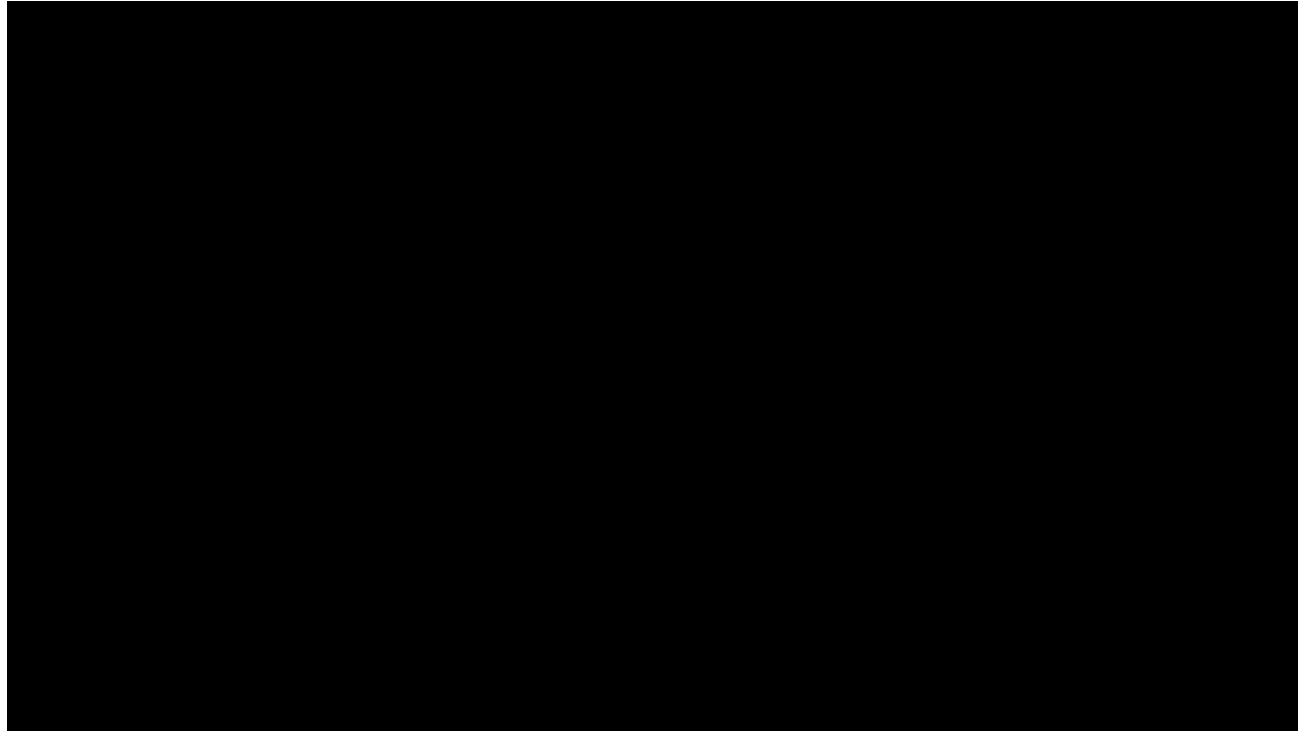
The earliest years of life are important in their own right	Children should be supported to learn and develop at their own unique pace	Play is an essential aspect of all children's learning and development	Learning happens when developmentally-appropriate teacher-scaffolded and child-initiated experiences harness children's natural curiosity in an enabling environment	Independent and interdependent learning experiences create a context for personal development and are the foundation of international mindedness	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	Ongoing assessment, in the form of evaluation and reflection, is effective when it involves a learning-link with the home	Learning should be motivating, engaging and fun, opening up a world of wonder for children where personal interests can flourish
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Play is an essential aspect of all children's learning and development

- Play is an innate part of childhood
- Teachers need to create the right conditions for children to learn through play
- There are many different types of play
- Learning through play is often misunderstood

Developing communication skills through play...



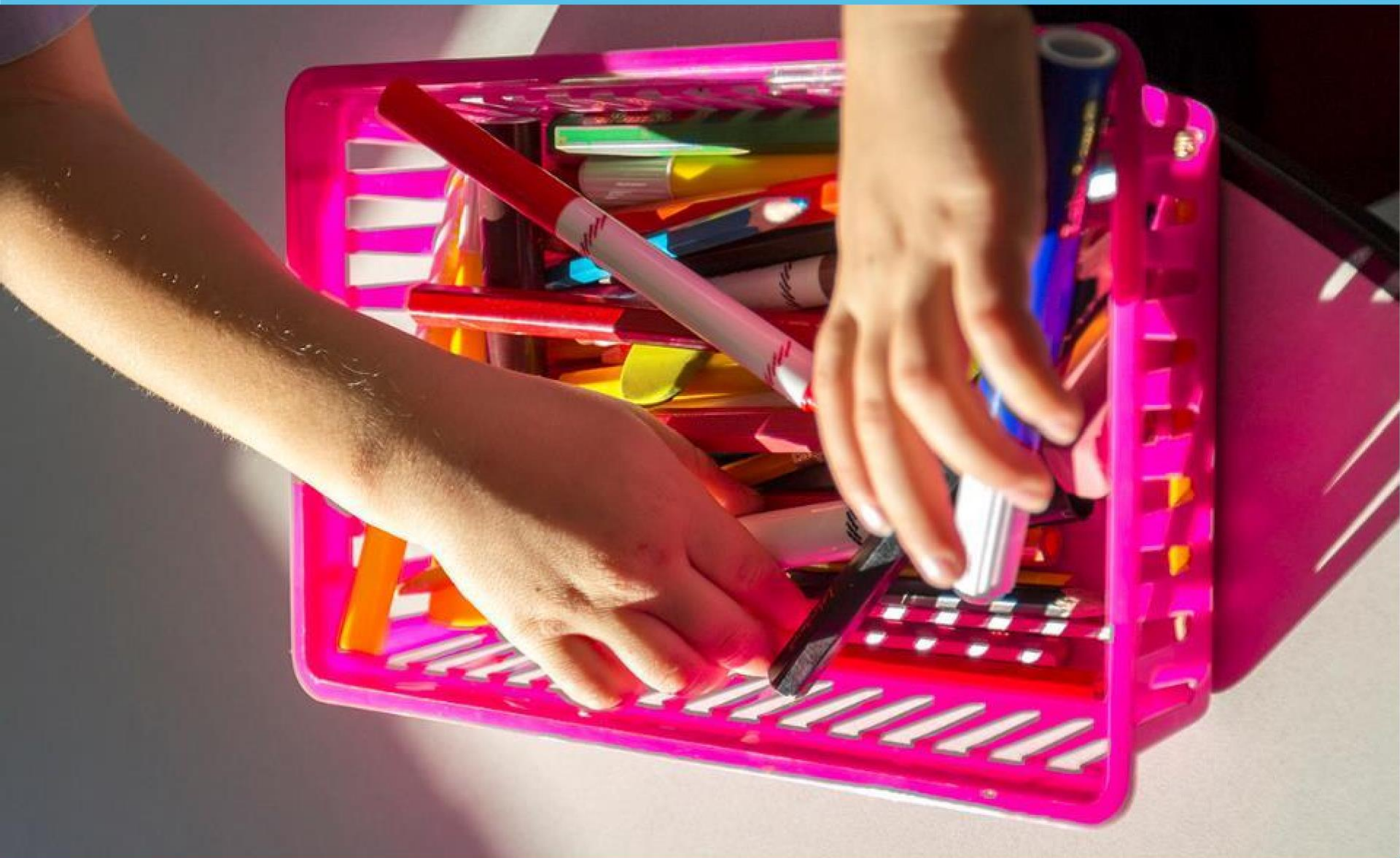
This film features national play experts Sue Palmer and Tim Gill; and chief executive of the Royal College of Speech and Language Therapists.

SOURCE: London Borough of Hounslow YouTube channel(https://www.youtube.com/watch?v=h_-1O_rBLPU)

The IEYC Learning Strands



**Fieldwork
Education**
Improving Learning



All IEYC learning and development is underpinned by a set of four Learning Strands.

Each Learning Strand provides descriptions of what children will experience and learn about through contextualised activities woven into IEYC units of learning.



The Four Learning Strands

IEYC Learning Strands fall into two distinct phases of learning and development:

Learning Strand Phase A:
describes learning experiences with the youngest children in mind.

Learning Strand Phase B:
describes learning experiences that provide more of a challenge.



The IEYC believes that children should have experiences which are both appealing to them and developmentally appropriate.

This means that at times, a combination of both Phase A *and* B learning experiences may be appropriate for some children, whilst at other times their interests and developmental needs may fall specifically into either Phase A *or* B.

For children requiring more of a challenge, Phase A tasks may be helpful to consolidate previous learning and Phase B tasks will support new learning.



The IEYC Learning Strands



INDEPENDENCE & INTERDEPENDENCE	COMMUNICATING	ENQUIRING	HEALTHY LIVING & PHYSICAL WELL-BEING
<p>Focuses on developing personal, social and emotional development.</p> <p>This strand links to:</p> <ul style="list-style-type: none">• The IEYC Personal Goals• The IEYC International Dimension	<p>Focuses on communicating through:</p> <ol style="list-style-type: none">1. Speaking and Listening2. Reading3. Writing4. Number5. Shape and Measures6. ICT and Computing7. Expressive Arts and Creativity	<p>Focuses on developing the skills of enquiry through exploring:</p> <ul style="list-style-type: none">• People• The world	<p>Focuses on developing a positive attitude to:</p> <ul style="list-style-type: none">• Health• Self care• Physical Activity

The IEYC Learning Outcomes have been developed to help guide children's learning and development and support reflective teaching practices.

In this way, the IEYC Learning Outcomes contribute to the ***evaluation of*** and ***planning for*** personalised learning.



The IEYC suggests that by the end of the curriculum, children will have typically developed knowledge and an increasing understanding of specific aspects of learning and development, and the skills of being able to demonstrate learning and development in practical ways.

There will be differences in when and how learning takes place, and when children can demonstrate what they know and what they are able to do.

We believe that it is more important to focus on **IEYC Learning Principle 2: *Children should be supported to learn and develop at their own unique pace***, in conjunction with the other seven IEYC Learning Principles, rather than to focus merely on achievement alone.

The IEYC Process of Learning

The IEYC process of learning captures children's natural curiosity as a starting point and within the proper environment balances child-initiated and teacher-guided learning.



Entry Point

An Entry Point should be planned in a way that makes it possible for teachers to observe, talk to children and capture each child's curiosity so that interests can be developed as the IEYC unit of learning progresses.

Capturing Curiosity

The process should continue as the IEYC unit of learning evolves; it requires teachers to observe, listen, question and reflect on what children are interested in. Capturing a picture of what children are curious to explore and learn about is essential to planning a learning environment that enables children to engage, play, explore and develop knowledge, an increasing understanding, and new skills.

Enable the Environment

An environment that is enabled for learning is one where children feel safe to explore and provides opportunities for social, emotional and personal development to take place. An enabled environment is not static; it is developed over time by responding to each child's learning journey as an IEYC unit of learning progresses.

The Big Picture for: Teachers, Children, The Home

Provides teachers, children and the home with an overview of an IEYC unit of learning. It prepares children for new learning experiences, whilst at the same time helps establish connections with previous learning. The Big Picture also provides further opportunities for Capturing Curiosity.

Explore and Express

Provides children with opportunities to engage in Phase Level IEYC learning activities that have been holistically designed around the Learning Strands.

Exit Point

Provides opportunities for children to reflect, share and celebrate what they have learned. Exit Points are often used to share and demonstrate learning with members of the setting community.

Sample Units



Our units are based around themes that capture children's curiosity.



The IEYC is designed to support all types of EY educators, including:

- Teachers
- Child Care Professionals
- Non-specialists