Getting to Grips with the IEYC

Pre-course Preparation

- Access to the IEYC implementation file, the IEYC learning strands and learning outcomes document
- Access to two IEYC units: To The Rescue! and This Is Me!

By the end of the course you will:

- Know about the research and development behind the eight IEYC Learning Principles
- Know about the IEYC Process of Learning, and how each element links to the eight IEYC Learning Principles
- Know about the four IEYC Learning Strands and how they underpin all learning and development
- Know about the IEYC Learning Outcomes and how they can be used to support reflective teaching practices and help guide children’s learning and development
- Know about the IEYC Personal Goals and International Dimension
- Be able to plan with an IEYC unit of learning to support teacher-scaffolded and child-initiated experiences which harness children’s natural curiosity
- Reflect on the importance of play as an essential aspect of all children’s learning and development, and the impact of this on your own practice
- Reflect on the importance of enabling the environment in a way which is responsive to children’s learning and provides opportunities for social, emotional and personal development
- Reflect on the ways in which a learning-link with the home supports ongoing assessment, reflection and evaluation
Session 1: The Big Picture of the IEYC

We will start our 2 days with a Knowledge Harvest, to find out what you already know about IEYC, and what you would like to find out. During this first session, we will consider the background to the IEYC and the main influences on its development. We will be thinking about the IEYC Learning Principles and how these connect to the IEYC Process of Learning and to the vision you have for your children and for teaching and learning across the whole school.

Session 2: Capturing Curiosity

In this session we will consider the importance of the four IEYC Learning Strands and how they underpin all IEYC learning and development. We will consider what it means to be internationally minded and think more about planning for the eight IEYC Personal Goals.

Session 3: Enabling the Environment

In this session, we will reflect on the importance of creating learning environments which respond to and stimulate children’s curiosity and passion for learning. Together, we will share ideas around the process of planning and developing relevant indoor and outdoor learning spaces in ways which create the positive social and emotional climate required for enquiry and learning to take place. We will explore ways of embedded this structure within the context of our own setting and in relation to an IEYC unit of learning.

Session 4: The Big Picture

Linking to the IEYC Learning Principles 4, 6 and 8, we will consider the process of providing children, family and teachers with some context to an IEYC unit of learning so that connections between previous and new learning can be made. We will reflect on the ways in which a learning-link with the home supports ongoing assessment,
reflection and evaluation. We will share ideas and consider how the IEYC supports this through its process of learning.

Session 5: Explore and Express

In this session we will revisit the IEYC Implementation File and start to think about the differences between the ‘Explore’ and ‘Express’ elements of the curriculum. We will focus on the differentiation between Phase A and Phase B learning activities through which children can Explore and Express their learning.

Session 6: Practical planning session and the Exit Point

This final session will be spent planning your first unit of learning. We will consider the practicalities of delivering a unit – planning, resourcing, timetabling, linking with other curriculum areas and involving parents. We will also consider any outstanding questions you might have from yesterday’s Knowledge Harvest.