



IGB INTERNATIONAL
SCHOOL

Igniting Minds • Impacting Lives

Teaching & Learning at IGBIS
for 2 - 6 years old



Welcome

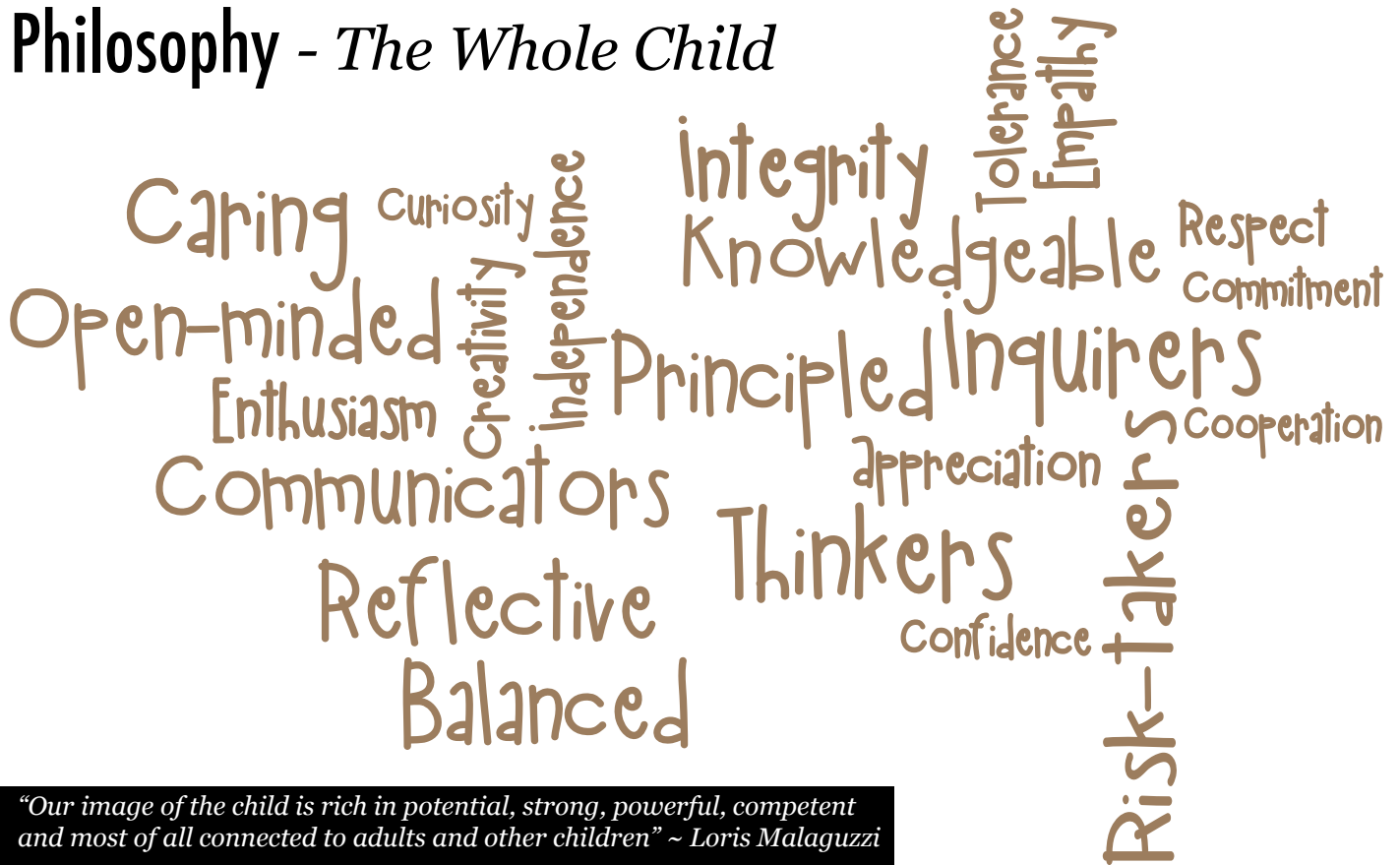
Welcome to Early Years and Kindergarten at IGBIS. Our programme includes Fireflies, for children who are 2 years old; Early Years 1 and 2 learners, who are 3 to 5 years old; and Kindergarten students, who are 5 to 6 years old. The programme promotes holistic, child-centred teaching and learning that nurtures the emotional, social, physical, creative and cognitive development of the child. All learners experience a culturally diverse, nature-inspired setting where a carefully planned balance of play, teacher and child initiated inquiry and provocations stimulate their learning in a safe and nurturing environment.

The Principles that Guide Teaching and Learning in the Early Years and Kindergarten

- Each child is unique.
- Each child has their own learning style.
- Each child is full of potential.
- Each child is naturally curious and creative.
- Each child is valued, challenged and can take control of their own learning.
- Each child's self-esteem and self-worth is nurtured and cultivated.
- Play is essential to learning and enhances children's cognitive, motor, language and social-emotional skills.
- The process of learning is more important than the product.
- Authentic, real-life and nature-based activities enhance the learning experience.
- The environment is a vital part of learning, as it fosters relationships, communication and wonder.
- Learning is a lifelong process.

2.

Philosophy - *The Whole Child*



“Our image of the child is rich in potential, strong, powerful, competent and most of all connected to adults and other children” ~ Loris Malaguzzi

Philosophy - *The Whole Child*

At IGBIS we create relationships, environments and learning engagements that focus on respecting, valuing and nurturing the whole child.

- Children have the capacity for representing ideas in a wide variety of symbolic and graphic languages.
- Children need to develop the tools to investigate and make sense of the world and daily problems about which they are curious.
- Children express themselves in speech, writing, movement, drawing, painting, sculpture, shadow play, collage, music and more.
- Children are actively involved in communication, negotiation of roles and situations, and investigation.
- Children feel they are important members of many communities.
- Children thrive working in small groups.
- Children are challenged to become their best selves in all areas of physical, emotional, social and cognitive development.





Teaching and Learning Through: *Relationships, Environment and Play*

At IGBIS teaching and learning is an outcome of a powerful and carefully planned combination of Relationships, Environments and Play (Inquiry).

All children and teachers are active members of the IGBIS Community of Learners, that embrace everyone and their unique qualities. We create environments that support all learners in their experiences and access to a holistic curriculum. We promote play-based inquiry and investigations into children's interests and wonderings. Children's play and teacher-guided inquiry are engaging, challenging, significant and relevant to the age group and specific needs of every learner at IGBIS.



OWL BABIES
HEATHER HUBBELL • ILLUSTRATED BY PATRICK BENNETT

TERRA

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Relationships

“What is extraordinary in the human mind is not only our capacity to move from one language to another, from one ‘intelligence’ to another, but also we are capable of reciprocal listening that makes communication and dialogue possible. Children are the most extraordinary listeners of all ... children are biologically predisposed to communicate and establish relationships: this is why we must give them plentiful opportunities to represent their mental images and to be able to represent them to others.”

(Gunilla Dahlberg and Peter Moss from Rinaldi 2006: 117)

Relationships are an essential part of any learning experience as they form the children’s attitudes to learning, risk-taking and feeling motivated. Children are in constant dialogue with other children and adults that leads to making new meanings and applying new skills and new understandings. At IGBIS children’s rights—their voice, choice and ownership—model the types of positive relationships they form with their peers and significant adults. Our educators show appreciation, respect and are knowledgeable about the variety of needs each child may have. Each child is seen and supported as a valuable member of the community of learners at IGBIS.



- *parents are co-responsible partners of the learning community*
- *parents are expected and supported in participating in their children’s learning*



Environment

Together with children and adults, the learning environment is an essential component of teaching and learning at IGBIS. The learning environment is not only the classrooms and outdoor spaces, but everything that surrounds the children, such as: conversations; relationships; the use of light, colour and material; and the documentation that creates a constant reflection on the community of learners. At IGBIS, educators plan carefully for environments that are aesthetic, thought-provoking and instil a sense of natural curiosity and wonder. We take time to evaluate our choices for indoor and outdoor areas and we are in constant dialogue with our learners and teachers across school and curriculum areas to make sure that choices we make and environments we develop attract and provoke rich learning for children with a wide variety of needs.





“A childhood is filled with natural curiosity so the learning environment has to reflect the classroom or an outdoor space that inspires a sense of wanting to investigate, to find out and to explore.” ~ Kathy Walker

Play

Children's play is a vehicle and language for learning (inquiry). Through play children develop skills, build new meanings and understanding of concepts, and foster attitudes towards themselves, others and the world. Indoor and outdoor play creates an amazing opportunity for children to negotiate and adopt a variety of roles, and to learn more about themselves and what their bodies can do. At play children grow as confident communicators: expressing their discoveries, problems and working theories. At IGBIS we value play as a universal and rich language of childhood and we actively engage in meaningful and purposeful play with the children to provoke and challenge their thinking about themselves and the world.



- *Play is a foundation: time invested in letting your child play will make them stronger communicators (speakers, readers and writers).*
- *Play is fundamentally important. According to United Nations Children's Rights, Article 31: Children have the right to relax and play.*



"Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul." ~ Froebel

Curriculum ~ *inviting wonder and sustaining learning*

The IGBIS Early Years curriculum is comprised of three components:

- Written curriculum
- Taught curriculum
- Assessed curriculum

The written curriculum is a collection of developmental continua from all aspects of curriculum: social-emotional and physical development; numeracy and literacy; and understanding and application of the Arts and Sciences. Educators are informed in their planning by these documents, making sure their learning intentions cover a variety of areas that meet children's unique needs.

The taught curriculum is focused on daily planning, observation and reflection. Educators plan for environments, focus on attitudes that build relationships and play (inquiry) that stretches all learners. Taught curriculum is co-constructed with children and reflects on their voice, choice and ownership.

The assessed curriculum is based on the ongoing process of observing, documenting and reflecting on each child's daily routines, relationships and building new meaning and understanding. Parents, as a part of the IGBIS Community of Learners, are an important part of the dialogue, reflecting on their children's actions outside the school. IGBIS uses Seesaw as a digital learning portfolio to document children's growth and progress in all areas of the curriculum.



“Children need well-educated educators with knowledge at their fingertips, adults who see what is happening, understand what they see and act on what they understand. Just seeing, just understanding is not enough. The next essential stage is to take children further along their own learning pathways. This is a marker of quality in any early education provision.”
~ Cathy Nutbrown

Documenting and reflecting on *teaching and learning*

At IGBIS we constantly reflect on our practice. Our teaching and learning is carefully observed, documented and reflected on in group and individual settings to ensure we are providing all our learners with environments, relationships and play (learning) they can access.

As you walk around our campus you engage in the culture of visible thinking, where various types of pedagogical documentation are arranged and displayed in different areas. At IGBIS we host regular exhibitions of children's work from across different areas of curriculum and development. Children's work is captured through photography, artwork, research, transcripts of conversations and many other types of records. Parents who do not have an opportunity to visit the campus regularly can access Seesaw, the digital learning portfolio, receive semesterly reports and can visit classroom blogs.



A nurturing, supportive, play-based *learning environment*

It is our pleasure to provide a holistic education that promotes social, physical, cognitive, creative and emotional development in a culturally diverse setting. We would like to welcome you to our balanced, play-based learning environment that is safe, secure and nurturing, preparing students to succeed in school and life.

IGBIS looks forward to you and your family joining our school community.

Good Reads

- The Hundred Languages of Children, L. Malaguzzi (p.2)
- In dialogue with Reggio Emilia: listening, research and learning, C.Rinaldi (p.7)
- Play Matters: Investigative Learning for preschool to Grade 2, K. Walker (p.10)
- Friedrich Froebel's Pedagogics of the Kindergarten: Or, His Ideas Concerning the Play and Playthings of the Child. F.Froebel (p.12)
- Threads of Thinking, C.Nutbrown (p.14)



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