



Aoba - Japan

INTERNATIONAL SCHOOL

Early Years Philosophy

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Children in Kindergarten (K2, K3, K4, K5) are ages two to six years old and these four grade levels are known as the Early Years.

Early Years learning at Aoba-Japan International School for K3 to K5 follows the IB Primary Years Programme framework which incorporates current research and best practices in early childhood education.

Our Image of the Child

We believe that children are curious and inquisitive learners who have a broad range of experiences and understandings. They are able to question and explore their environment to problem-solve and act upon their learning. Our inquiry-based programme encourages children to develop these capacities by actively constructing learning to develop connections and strengthen understandings. Our teachers view children as competent partners in the learning process and understand that each child has a unique pattern of growth. We encourage children to develop independence and confidence by supporting them to drive their own learning.

The Learning Environment

Our educational values and image of the child are reflected through and supported by carefully planned learning environments. We believe that the learning environment should be safe and secure but also challenging so that it encourages a healthy level of risk-taking.

The flexible use of the physical environment is designed to support learning objectives, as well as the children's interests. The organisation of the materials and resources enriches children's play by supporting children to make choices, manipulate, create and represent their ideas and understandings. Displays are used to make the learning process visible, as well as a tool for reflection.

The organisation of the learning engagements can play the role of a springboard for children, to generate curiosity and facilitate inquiry. Our learning time is flexible and responsive to the children's needs to further their inquiries. These environments should be flexible and conducive to interactions so that children and teachers can build relationships and construct knowledge together.

Relationships and Interactions

Children learn through shared relationships, and their learning shapes the way they perceive the world. Through our relationships, we use various perspectives to develop and build on inquiries. Our safe, trusting and inclusive environment supports children to share their ideas, ask questions and collaborate with their peers. We believe that the role of the educator is to support children as they generate ideas and theories through play, and to challenge their thinking to lead them to deeper learning.

Connections to home and family are integral for the children to construct their own identity and to learn about the world. Parents and families are a child's first and most enduring educators. We believe that regular and ongoing opportunities to involve parents in their children's learning enrich the learning process.

Play

Play is essential for young children's cognitive, social, emotional and physical development. Through play, children construct meaning of their social and physical world and define themselves as members of a learning community. When children play, they demonstrate the extent to which they are able to apply and expand their knowledge, skills and attitudes. Play enables children to share ideas, experiences and reflections. We believe that play should provide opportunities for children to create, imagine, make decisions and solve problems. Children are engaged in various kinds of play, which can be child-led or teacher-initiated.

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