

# Early Years Belief Statements



We are  
a learning  
community.

International  
School  
Utrecht

# Relationships

We believe building trusting relationships, in which students feel safe, is central to student learning; therefore, we strive to build a community that creates a sense of belonging by embracing family and individual identity.

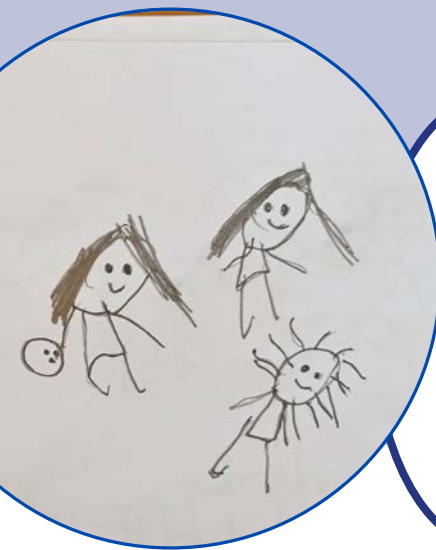
We believe collaboration between teachers, students and parents is integral to building positive relationships; therefore, we maintain community involvement throughout the learning process.



# Inclusion

We believe that all children have a right to learn; therefore, we provide differentiated learning based on the understanding of each students' personal needs.

We believe that inclusive education is a shared responsibility; therefore, we work collaboratively with home, school and specialist support.

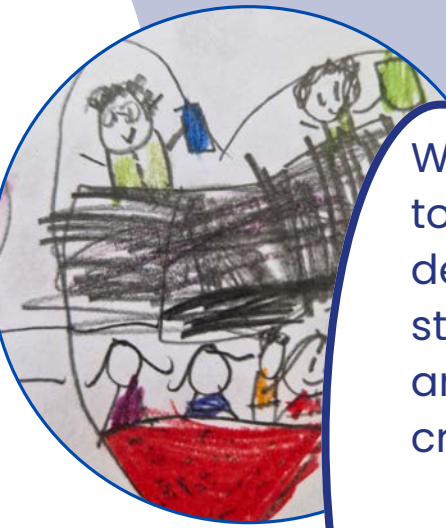


# Whole Child Development

We believe children develop holistically; therefore, we recognise that children are competent learners, and we use the IB Approaches to Learning to enhance their development of the tools that support the children as lifelong learners.



# Learning Spaces



We believe that learning spaces work with the teacher to support student agency and learning; therefore, we design and create learning spaces together with the students which are accessible, organized, stimulating and provide opportunities for collaboration and creative thinking.

We believe materials should be accessible for all students; therefore, we provide diverse and open-ended resources.

## Play

We believe that play is the tool that children use to understand the world around them and construct meaning; therefore, we centre our learning around free and guided play.

We believe that authentic connections are best formed during self-initiated play; therefore, we encourage free choice during play moments to promote agency in their learning.



## Role of the teacher

We believe teachers have multiple roles in student learning; therefore, we listen and observe to facilitate and co-construct learning.

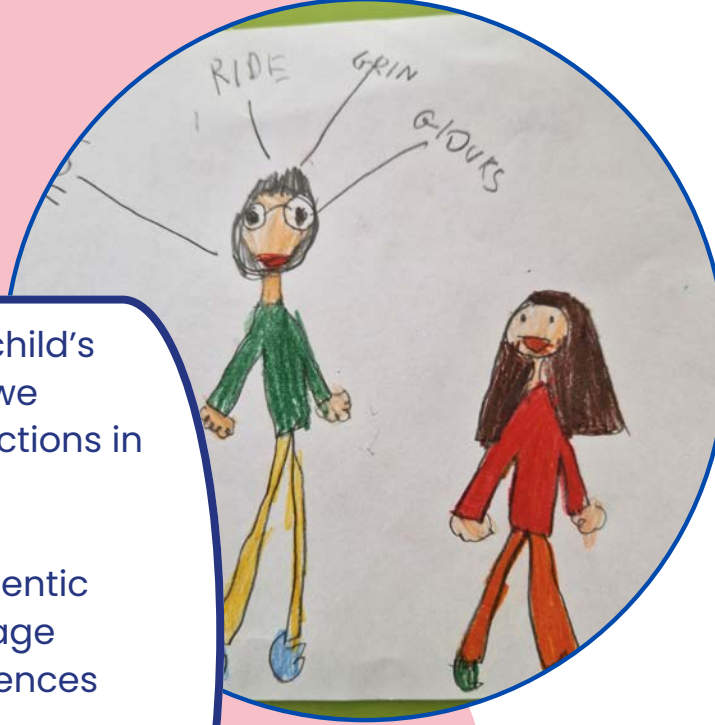
We believe teachers are life-long learners; therefore, we continually develop their practice through collaboration, research and professional development.

# Language

We believe that home language strengthens a child's identity and language development; therefore, we continuously encourage home language connections in their learning.

We believe language is developed through authentic social interactions; therefore, we scaffold language learning through play, engaging learning experiences and translanguageing.

We believe multilingualism promotes respect and global citizenship; therefore, we celebrate our unique language profiles in our daily practises.



# Curriculum

We believe in a student-centred curriculum underpinned by the PYP framework; therefore, student learning includes social-emotional development, Approaches to Learning and academic curriculum.

We believe in approaching teaching and learning through concept-based transdisciplinary Units of Inquiry, which include Language, Mathematics, Social Studies, The Arts, Sciences, Digital Technologies and Physical Education; therefore, all these curriculum strands are connected and experienced through authentic learning opportunities and play.

We believe children's learning should be documented and tracked to ensure developmental progression; therefore, we monitor, document and report on student learning regularly throughout the year.

# Image of the child

We believe children are natural inquirers; therefore, we purposefully plan our learning spaces and experiences to provoke curiosity about the world around them.

We believe children come to school with a plethora of previous experiences; therefore, we use an inquiry-based approach that allows students to build on their existing knowledge, skills and understandings.

We believe children are capable, independent learners; therefore, we strive to create autonomy and agency within our classrooms by listening to student voice throughout the learning process.

