



International Early Years Curriculum

for Beaconhouse





Mission

Beaconhouse aims to provide quality education of an international standard. We aim for excellence through quality management, training and teaching, bringing benefits to our students, the community and the wider world.

Vision

Beaconhouse values its heritage while it continues to reinvent its educational approach to meet the needs of the future. We believe that modern methods and attitudes can enable students to achieve their fullest potential. With the world and the needs of the community changing at an ever-increasing rate, Beaconhouse endeavours to be open to change, adapt, innovate and keep pace with the goals that society expects. At Beaconhouse, our aim and belief is that through effort and hard work, students will be able to step confidently into the highly competitive 'real world'. We ensure that they are equipped with the ability to make mature and well-informed judgements based on a clear understanding of essential principles, concepts and moral values. This support, we believe, is the best contribution we can make towards their development as productive members of society and, through them, to the country and the wider world.

The Beaconhouse Advantage

Beaconhouse School System is internationally acknowledged for its academic achievements and excellence in educational management for almost 50 years. With presence in 6 countries.

We are delighted to have achieved significant milestones in providing decades of quality preschool education through our dedicated pool of educators in Malaysia. Today, we continue to offer meaningful and interactive learning experiences that stimulate both the mind and the heart of every child. We are committed to providing quality education that aligns with the Beaconhouse School System's guiding statements, learning philosophy, and the International Early Years Curriculum (IEYC) curriculum with Malaysian national standards requirements.

At Beaconhouse Gasing Preschool, we focus on fostering a joyful learning culture and celebrating each child's achievements.

The Aims of IEYC

Aligning with the aims of IEYC, Beaconhouse is focused on providing an environment that supports teachers in improving learning in schools with up-to-date internationally researched curriculum materials, planning and engaging learners in developmentally appropriate units of learning that promote the acquisition of knowledge and skill development; and encouraging students to build positive relationships with other children and adults.

Our vision for every Beaconhouse learner:



Develops a healthy sense of 'self'



Globally competent learners



Has a sense of reverence



Develops an aesthetic appreciation



Learns to form healthy relationships with others



Finds a valued place in the school community



Well-informed and socially conscious individuals



Expresses constructive curiosity and exploratory behaviour



Masters a basic core of knowledge, skills, and attitude



Motivated to contribute to local/global community positively





Importance of Play-Based Learning in the IEYC

At Beaconhouse Preschool, we celebrate the joy of learning and children's achievements. 'Play' is at the heart of our curriculum, echoing the principles of the IEYC. Our curriculum embraces the holistic approach of the IEYC, incorporating play-based learning methods that nurture learners' curiosity and creativity.

From our Play Group to Preschool programme, we prioritise purposeful play as a powerful vehicle for learning, following the IEYC's emphasis on child-initiated activity and holistic development. Through various engaging activities, we create an environment where children learn through exploration and discovery.

Our teachers are trained to implement developmentally appropriate practices that stimulate children mentally and physically, ensuring they are prepared to navigate future challenges. By choosing Beaconhouse, you are investing in an educational experience grounded in the principles of the IEYC for your child.

The IEYC Framework @ Beaconhouse Preschools

Areas of Learning

Personal, Social, and Emotional Development	Communication, Language, and Literacy	Knowledge and Understanding of the World
Expressive Arts And Design	Physical Development	Mathematical Development

The IEYC Academic Dimension

The Academic Dimension consists of four Learning Strands, each detailing particular Learning Experiences and Outcomes (Areas of Learning) for every student. These strands outline each student's learning journey and development within the IEYC curriculum.

Independence and Interdependence	Communicating	Enquiring	Healthy Living and Physical Well-Being
<p>Focuses on developing:</p> <ul style="list-style-type: none"> Personal development Social development Emotional development 	<p>Focuses on communicating through:</p> <ul style="list-style-type: none"> Speaking and Listening Reading Writing Numbers Shapes and Measures ICT and Computing 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 and Self-Care Physical Well-Being

*Note: While each strand directs learning activities towards specific learning outcomes, it's notable that activities within a strand often address learning experiences and outcomes typically associated with other strands.



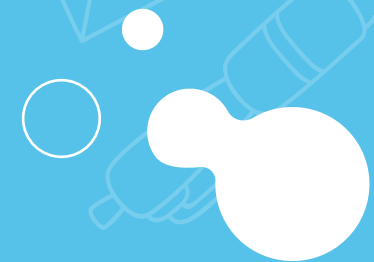
Learner's Progression and Assessment

Role of Parents in the IEYC

At Beaconhouse, we hold a deep appreciation for the partnership between teachers and parents. We recognise that effective communication and collaboration are essential for student learning and success.

This sentiment is echoed in the International Early Years Curriculum (IEYC). It emphasises the vital role of parents in their child's learning journey. The IEYC acknowledges that a responsive learning environment, both at school and at home, significantly nurtures a child's well-being and fosters curiosity and agency.

Through this collaborative approach involving children, teachers, parents, and the wider home context, meaningful learning experiences are constructed, building upon previous learning and development and enriching the educational journey of each child.



Assessment

At Beaconhouse, we assess your child's progress through ongoing observations (formative assessments) throughout their learning journey. Our teachers carefully observe and document your child's development, enabling us to plan effectively for their future learning. This approach ensures that our assessments are thorough and meaningful.

Parents will be invited to participate in 3 Parent-Teacher sessions throughout the academic year. These sessions serve as opportunities to stay informed about upcoming plans and events, address any concerns, and provide valuable input for student improvement.

These sessions consist of
1 Oral report
2 Written reports

Additionally, Beaconhouse parents will receive regular updates on their child's learning and activities through the LittleLives app. This platform keeps parents informed and engaged in their child's educational journey, facilitating continuous communication and collaboration between home and school.



Programmes

Half-Day	Extended	Full Day
Mon - Fri 8:30 am to 12:30 pm	Mon - Fri until 2:00 pm (Optional)	Mon - Fri 8:30 am to 6:00 pm

After-school enrichment programmes

- + Speech and Drama
- + Tae Kwon Do
- + Dance
- + Robotics
- + Arts and Crafts
- + Mandarin
- + Agama



FAQs

1. Why is Beaconhouse introducing IEYC?

Beaconhouse is introducing IEYC to align with its mission and vision of providing quality education of an international standard. It aims to continually evolve its educational approach to meet the demands of the future.

2. How does IEYC differ from the other available early years curriculum?

IEYC emphasises the transformative nature of learning and the holistic development of the child. It promotes playful learning experiences that foster curiosity and inquiry. Additionally, the seven foundations of the International Curriculum provide a unique framework that underpins all learning. These foundations include child-focused dimensions of learning and development, a progressive pedagogy, a process to facilitate learning for all, globally competent learners, differentiated approaches to learning, connected learning, and reflective practices for improving learning.

3. What can I expect my child to learn and experience within IEYC?

Parents can expect their child to be engaged in a planned and responsive learning environment with ongoing involvement from their families. Within IEYC, the progressive pedagogy emphasises playfulness, promoting high levels of child well-being and involvement. Teachers are equipped to respond to child-initiated experiences through learning-focused interactions and sustained shared thinking. Each thematic unit within IEYC nurtures the extraordinary potential within early learning environments, empowering teachers, parents, and children to take the lead in and enhance learning.

4. What is the role of technology in the IEYC?

The role of technology in the IEYC is determined by the units being taught. Certain learning units incorporate the integration of IT into the lessons.

5. How does the IEYC incorporate literacy and numeracy skills?

The IEYC utilises engaging learning activities within each unit to cultivate literacy and numeracy skills. The IEYC framework categorises these skills under the academic dimension, specifically within the communicating strand.

Academic Dimension Phase A- children may be learning through:

Independence and Interdependence

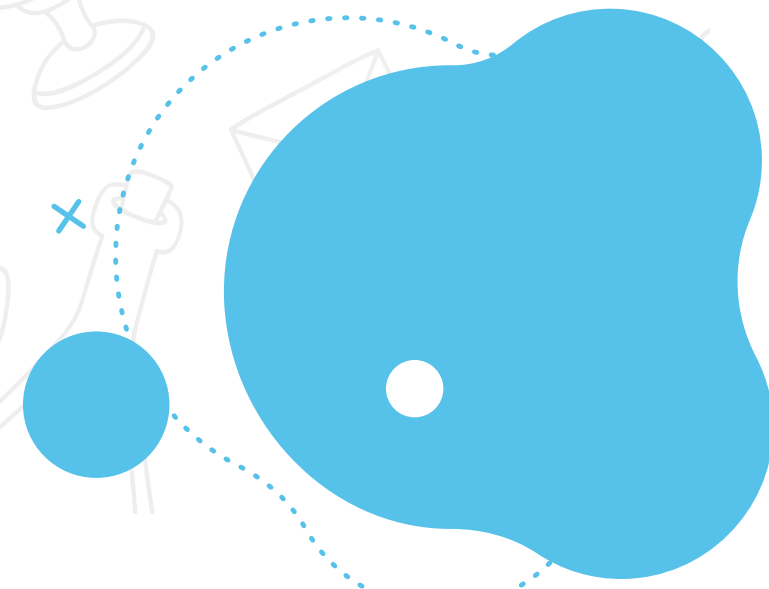
- 1.06a Expressing personal choices
- 1.07a Making choices with others
- 1.16a Participating in group activities

Communicating Through Shapes and Measures

- 2.51 a Exploring size and shape through construction materials, puzzles, modelling and creative activities

Communicating Through Expressive Arts and Creativity

- 2.75a Exploration of colour, texture, materials, textiles, space, line and shape involving tools, manipulation, techniques and construction
- 2.77a Exploring and creating 2D and 3D artwork





6. How does the IEYC support the development of social and emotional skills?

The IEYC effectively nurtures social and emotional skills through engaging learning activities within each unit. It prioritises the development of independence and interdependence within its academic framework, thus fostering a holistic approach to social and emotional growth.

7. What opportunities will my child have for language development in the IEYC?

We have allocated a specific time for reading and Jolly Phonics sessions for all our students. These sessions, in compliance with MOE requirements, are an addition to the playful learning experiences.

8. How do the teachers communicate with me about my child's progress and development?

We use the LittleLives App as our primary way of keeping parents informed. Parents receive updates on their child's progress each week, including photos and videos of activities, descriptions, and learning goals. This approach ensures parents gain insight into their child's school experience. Additionally, we have Parent-Teacher Meetings three times a year, and teachers are always available to communicate with parents outside of these meetings.

9. How does the IEYC support my child's transition to Primary?

The IEYC ensures a seamless transition to primary school by equipping children with essential knowledge, skills, and understanding through each unit they engage with. In addition, we foster academic readiness with dedicated time for core subjects such as English (including reading and Jolly Phonics), Mathematics, Bahasa Malaysia, and Mandarin, meeting MOE requirements. By instilling the Beaconhouse Learner Profiles, we not only prepare them academically but also embed in them the 21st-century Skills that set a strong foundation for your child's future success.

10. How does the IEYC accommodate children with different learning styles and abilities?

In the IEYC, teachers prioritise understanding the unique interests of each child in the classroom and tailor the curriculum accordingly to pique their curiosity. This approach encompasses two critical phases of learning and development.

Phase A: Describes learning experiences for younger children in mind.

Phase B: Describes learning experiences that provide more of a challenge.



BEACONHOUSE NEWLANDS EARLY YEARS PRESCHOOLS

BEACONHOUSE NEWLANDS EARLY YEARS, BANGSAR

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BEACONHOUSE PRESCHOOLS

BEACONHOUSE SUBANG JAYA

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PEIKEN ENGLISH-MANDARIN PRESCHOOLS

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PRIVATE NATIONAL SCHOOLS

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INTERNATIONAL SCHOOLS

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A BEACONHOUSE PARTNERSHIP

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