

## You can make a difference in a child's life by laying the foundation for their wellbeing

- YOU support every child to be a strong, confident, caring, responsible and happy member of society!
- YOU spark the joy of lifelong learning, critical thinking, curiosity and discovery, and of taking responsibility for oneself, others and the environment!
- YOU know that education is more than schooling, and teaching is more than transferring knowledge!
- YOUR teaching goes beyond the classroom walls; YOU equally engage colleagues, other professionals, families and communities to together advocate for quality!

## You can make a difference in the quality of your education system

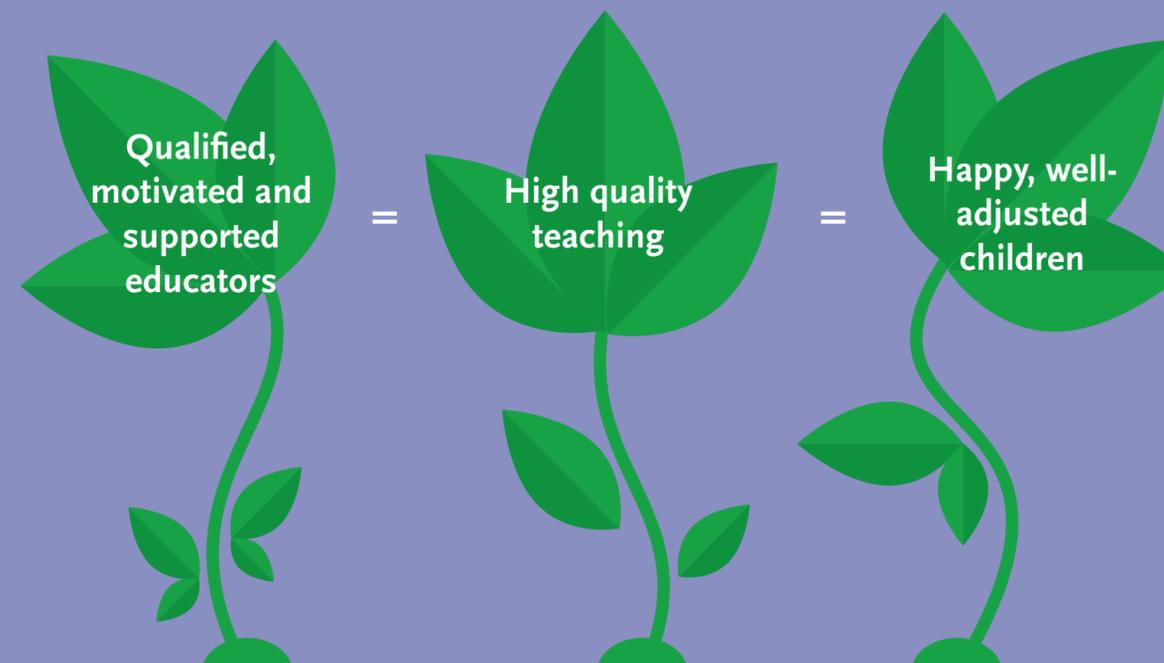
Research has shown that:

- The ways that educators teach strongly influence a child's learning outcomes.
- Educators can have a positive impact on a child's progress regardless of his/her socio-economic background and level of preparation for schooling.
- Proactive educators invest great energy on individual progress. They adapt their teaching strategies for each child and ensure warm and caring interactions all around.
- Quality educators do not see a child's learning as a result of his/her personal strengths and capabilities alone. They take into account individual differences and acknowledge their own potential in shaping child's learning outcomes. They do not leave the responsibility of the child's development to the family alone.

The key to quality education is in your hands! As the educator, you are the one who spends hours and hours daily in direct interactions with young children. You are the one who puts educational policy into practice!

**You have the power to make a difference!**

Simple equation:



**Early Childhood Educators Change Lives**  
**You Can Make a Difference!**

## Check your strengths against the ISSA Principles of Quality



### 1 Interactions

- Do I communicate with each child in a warm and caring way?
- Do I see each child's strengths and potential?
- Do I acknowledge each child's feelings?
- Do I listen to children and have real conversations with them?
- Do I encourage children to communicate with each other?

### 2 Parents and Communities

- Do I show respect to each child's family and parents? Do I see them as competent and resourceful?
- Do I take into account the dreams and goals parents have for their children?
  - Do I ask parents to participate in activities and programs?
  - Do I regularly communicate with parents in diverse ways?
- Do I encourage families to learn from each other?

### 3 Inclusion, Diversity and Democratic Values

- Do I open the doors of my classroom and my heart to all children, regardless of their ability, gender, ethnicity or social status?
- Do I take care to ensure my language and activities are not influenced by or promoting stereotypical thinking?
- Do I encourage children to develop friendships irrespective of differences?
- Do I invite children to treat each other with respect and dignity and to expect the same from others?
- Do I model respect for different points of view, and how to live, work and be friends with people of diverse backgrounds?

### 4 Planning and Assessment

- Do I involve children and parents in the process of planning and assessment?
- Do I plan based on children's interests and existing knowledge?
- Am I open to changing my plans according to children's developing interests, wellbeing and level of involvement?
- Do my assessment methods support every child to feel successful and competent?

### 5 Teaching Strategies

- Do I provide children with ample opportunities for free play?
- Do I use children's interests, previous knowledge and experiences as a starting point in the process of teaching?
- Do I ask children open-ended questions?
- Do I teach children in the 'zone of proximal development'?

### 6 Learning Environment

- Do I provide children with a wide variety of material that inspires them to learn, explore and create?
- Is my classroom inviting and safe?
- Do I encourage children to solve their conflicts through cooperation?
- Do I involve children in arranging and maintaining the classroom?

### 7 Professional Development

- Do I participate in professional development activities?
- Do I apply new knowledge and skills to my everyday work?
- Do I take time to reflect on my practice?
- Do I cooperate with colleagues in professional learning communities?



## Find ways to broaden your skills and grow

- Self-assess your work regularly.
- Share and exchange experiences with colleagues.
- Get involved in a professional learning community or create one.
- Sign up for relevant face-to-face or online trainings.
- Seek mentorship.
- Create a case study based on your own experience.
- Read relevant articles, books and/or other literature.
- Ask children for their opinions.
- Solicit parents' views and feedback.
- Reflect.

## To support the professional development of educators ISSA has developed a Quality Resource Pack:

1. Competent Educators of the 21st Century: Principles of Quality Pedagogy
2. Putting Knowledge into Practice: A Guidebook for Professional Development
3. Professional Development Tool for Improving Quality of Practices in Kindergarten/School
4. An Online Video Library on Quality Pedagogy
5. Online course on quality pedagogy for kindergarten teachers: 'Teachers that make difference'



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To access the ISSA Quality Principles in English, French, Russian and Spanish, visit [www.issa.nl](http://www.issa.nl).

To learn how to access the other resources in the Quality Resource Pack and how the Principles are promoted in different countries across Europe and Central Asia, contact ISSA's member organizations. Contact details are available on ISSA's website.