

10 Transglobal Principles of Early Childhood Education

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<p>1. The best way to prepare children for their adult life is to give them what they need as children.</p>	<p>6. There are times when children are especially able to learn particular things.</p>
<p>2. Children are whole people who have feelings, ideas and relationships with others, and who need to be physically, mentally, morally and spiritually healthy.</p>	<p>7. What children can do (rather than what they cannot do) is the starting point of a child's education.</p>
<p>3. Subjects such as mathematics and art cannot be separated; young children learn in an integrated way and not in neat, tidy compartments.</p>	<p>8. Imagination, creativity and all kinds of symbolic behaviour (reading, writing, drawing, dancing, music, mathematical numbers, algebra, role play and talking) develop and emerge when conditions are favourable.</p>
<p>4. Children learn best when they are given appropriate responsibility, allowed to make errors, decisions and choices, and respected as autonomous learners.</p>	<p>9. Relationships with other people (both adults and children) and the natural world are of central importance in a child's life.</p>
<p>5. Self-discipline is emphasised. Indeed, this is the only kind of discipline worth having. Reward systems are very short-term and do not work in the long-term. Children need their efforts to be valued.</p>	<p>10. Quality education is about three things: the child, the context in which learning takes place, and the knowledge and understanding which the child develops and learns.</p> <p>Tina Bruce 1987:2015</p>