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Intent, Implement and Impact (3I's) in Early Years

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Abstract

A key framework for assessing curriculum quality and educational efficacy in early childhood settings is the idea of Intent, Implementation, and Impact. The 3 I's offer a thorough approach to comprehending how educational visions are translated into meaningful learning experiences and quantifiable outcomes for young children. They are based on the Early Years Foundation Stage (EYFS). The theoretical underpinnings, real-world applications, and leadership ramifications of Intent, Implementation, and Impact in early childhood education are all examined in this book. It looks at how curriculum intent reflects a setting's values, aspirations, and developmental goals; how implementation turns these aspirations into everyday pedagogical practices, environments, and interactions; and how children's learning, development, wellbeing, and long-term outcomes demonstrate the impact. The paper offers educators, leaders, researchers, and policymakers useful advice for creating, implementing, and assessing high-quality early years curricula by drawing on current research, child development theories, international educational approaches, and evidence-based practice. Play-based learning, inclusivity, evaluation, family partnerships, leadership, and ongoing development are all given special consideration. This paper provides a thorough resource for promoting equitable, meaningful, and developmentally appropriate learning experiences for all children while supporting excellence in early childhood education through case studies, reflective tools, observation frameworks, and curriculum planning models.

Keywords: Intent, Implementation, Impact Curriculum Design, Curriculum Planning, Holistic Development, Play-Based Learning, Early Childhood Pedagogy, Teaching and Learning, Adult-Child Interactions, Sustained Shared Thinking, Inclusion Professional Reflection, Reflective Practice, Educational Leadership, Child Outcomes, Educational Effectiveness, Evidence-Based Practice, Child Voice, Learning Progression, Developmental Outcomes