

International Suzuki Association
Suzuki Early Childhood Education

“For the sake of our children, let us educate them from the cradle to have a noble mind, a high sense of values and splendid ability.” from Nurtured by Love pg. 17by Shinichi Suzuki

MISSION STATEMENT

The Suzuki Early Childhood Education (SECE) program is fundamental to the Suzuki approach. SECE realizes, from before birth, Dr. Suzuki’s belief in the early development of ability and in the unlimited potential of every child.

Through shared, active enjoyment of nursery rhymes, songs and poetry, it supports parents in coming to understand the Suzuki philosophy and provides opportunities for cognitive, socio-emotional, linguistic, physical and creative growth for all children. It offers rich, repeated and varied musical experiences that foster development of both character and skills that lay the foundation for future study. It provides teachers with the knowledge, skills and understanding of ways to work with babies and toddlers, together with parents, in the context of the Suzuki Philosophy and in the application of the principles of the Suzuki Method.

There is mounting conclusive international evidence in reports from scientists, neurologists, pediatricians and researchers, that early childhood is a vital period in children’s learning and development. The results from a study with Suzuki Babies using the SECE curriculum¹ highlight the opportunity that exists in the SECE program to take advantage of the first three years of life.

The Committee’s aim is to promote the development of high quality SECE programs worldwide by sharing a vision and a curriculum structure that can then be taken and realized in the context of regional cultures, languages and values.

Mindful of Dr. Suzuki’s vision of opportunities for all children, SECE seeks to support and enrich the work of all Suzuki Teachers and Trainers in their belief that quality musical education can indeed begin from before birth and should continue from birth through the early childhood years and beyond into the instrumental studio

¹ **Active music classes in infancy enhance musical, communicative and social development** David Gerry, Andrea Unrau and Laurel J. Trainor. Department of Psychology, Neuroscience & Behaviour, McMaster University, Canada.