

BROADBEACH STATE SCHOOL

Beliefs about early childhood learning

Catering for each child's individual needs

- ◆ Every child is unique with their own rate of growing and developing, prior experiences, with preferred learning styles, individual strengths and needs.
- ◆ Students have diverse social, cultural, and multi-cultural backgrounds.
- ◆ The interests of students are met through a variety of learning experiences
- ◆ Learning is sequentially scaffolded with an awareness, informed by assessment, of individual developmental rates, strengths and needs.
- ◆ Students who have special learning needs are catered for through program modification, intervention or extension.

Making connections with the wider community

- ◆ Strong links are forged with parents/ carers and the wider community which is utilised as a resource for the school.
- ◆ Meaningful learning opportunities are provided that connect the school with home and the community.
- ◆ Parents / carers are informed and supported in their child's learning.
- ◆ The uniqueness of our school location and its environment is utilised.

Teaching and Learning

- ◆ Early Years Learning reflects a Brain Compatible Curriculum.
- ◆ A multiliterate / multimedia environment fostering an inquiry approach to learning challenges and motivates students. .
- ◆ Early childhood rooms should be well-resourced with a variety of hands-on materials with space for children to work independently.
- ◆ Routines in the classroom, with flexibility for change, are evident with acceptance of differing learning environments.
- ◆ A relationship of mutual respect, tolerance, trust and an acceptance of school values is developed.
- ◆ A sense of individuality, creativity and pride in self-achievement whereby self esteem , self confidence and independence is nurtured.
- ◆ Academic, physical, social, emotional and self - help skills which enable full and active participation is developed.
- ◆ Teachers teach, model, and have high expectations for student behaviour as they interact with other children and adults in class and in the playground.
- ◆ Classrooms are visually stimulating and inspiring which reflect and celebrate student learning.

Children as life-long learners

- ◆ Teachers are involved in professional development to build on and embrace new concepts and ideas to remain current in skills, culture, community and focus groups.
- ◆ The importance and uniqueness of the early years which lays the foundation for all future learning is acknowledged in all areas of development.
- ◆ Children build on knowledge, skills and understandings as they move from foundation learning into the key learning areas.
- ◆ Given encouragement, opportunity and time, all students can learn.
- ◆ Meaningful and real-life learning opportunities are provided through play-based; child centred learning and an integrated curriculum.
- ◆ Skills and confidence in oracy- speaking and listening, literacy - reading and viewing, writing and shaping and numeracy are specifically developed.
- ◆ A sound understanding of the social sciences, music and art, physical education and other curriculum areas is developed.
- ◆ Foster a love of learning