

Wooroolin State School

Early Years Philosophy

To develop life-long learners, Wooroolin State School provides a developmentally appropriate, integrated curriculum, which nurtures independence, self-esteem and success within a stimulating environment.

Environment

We believe that children learn best when the environment:

Has a prevailing attitude of consideration and respect;

Is structured around collaborative and professional partnerships;

Is safe, inviting, stimulating, child-friendly, and nurturing;

Is well-maintained with resources and equipment;

Allows opportunity for productive dialogue;

Provides for flexibility in learning

Children

We believe that children learn best when they:

Feel secure, successful, and experience enjoyment in learning;

Are engaged in learning;

Have previous experiences and backgrounds recognised as part of learning;

Are supported through effective classroom practice and school support structures;

Have the opportunity to work co-operatively and solve problems;

Have achievements recognised and celebrated;

Take responsibility for, and have the opportunity to reflect on learning

Making Wooroolin Proud

Productive Responsible Organised United Disciplined

Curriculum

We believe that children learn best when the curriculum:

Is built on a foundation of productive pedagogy;

Incorporates integrated learning experiences that are authentic, real life or life-like;

Supports investigation and problem-solving through both directed and cooperative learning and play-based activities;

Is developmentally appropriate;

Provides for individual differences (learning styles, range of abilities, interests, cultural backgrounds);

Including the interaction of a wide range of people and materials;

Is flexible, stimulating, meaningful, fun.

Teachers

We believe that children learn best when teachers:

Believe that every child can learn, and set high, realistic expectations for that learning;

Have a sense of ownership in a flexible and responsive learning environment;

Are enthusiastic, confident and organised;

Communicate effectively to promote worthwhile partnerships;

Have established partnerships with administration, colleagues, parents and the wider community;

Participate in life-long learning;

Have the opportunity to reflect on their own practice and engage in ongoing professional learning;

Have their achievements recognised and celebrated within the school community.

Parents and Carers

We believe that children learn best when parents and caregivers:

Are active partners in learning;

Have the opportunity to develop their knowledge and skills in relation to their child's education;

Are meeting the needs of the child emotionally and physically ;

Communicate regularly with the school.