

DEFINITIONS

Child-Centered: An environment is provided in which children can become actively involved in their own learning. The needs and interests of the children are identified by the teacher and activities are set up to enable them to develop the required skills.

Learning Styles: Some students learn best by either seeing, hearing, feeling or being physically involved in the activity. Most children learn best through an approach that involves a combination of these "styles" of learning.

Multiple Intelligences: Children learn in a variety of ways. Each individual has strengths and abilities in many different areas. Multiple intelligences include verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal and emotional. Everything we do falls under these intelligences. It is very rare for one intelligence to work by itself. Teachers use a wide range of activities which work in each of the intelligences, to reach and develop all the intelligences in all students.

Integrated: Listening, speaking, reading and writing are taught together as language arts instead of as separate units. "Subjects" (e.g. Science, Social Studies, Health) may be integrated or combined into thematic units rather than taught separately. For example, a unit done on a "Winter" theme could include all subjects.

Play: Play is a child's natural method of learning. Play enables children to: learn concepts and skills in a meaningful way, explore, experience, discover, use language for a "real" reason, make choices, interact cooperatively, set goals, organize, roleplay, gain approval, learn how to deal with emotions in a socially acceptable way, share, and develop a positive self-concept. Early years teachers set up structured "play" activities having developmental learning objectives in mind.

Cooperative Learning: It is a structured approach to having students work together in small groups to learn. Cooperative skills (how to get along together, share, respect others' opinions, etc.) are taught along with the academic. Every group member has a specific job or role that contributes to attaining the final goal, answer, or product. Individual accountability is important.

Assessment: It is an ongoing, information gathering process used to find out the amount of growth and learning that is occurring in all dimensions of a child's development. The process involves systematic observation, record-keeping, testing, consultation with resource and support personnel, and interviewing parents. The information is used to review objectives and outcomes for each child and for programming decisions.

PARENTS AS PARTNERS IN LEARNING

- Make your home an environment which supports thinking, reading and studying.
- Read to and with your children every day.
- Talk with your children every day about school. Allow them to express feelings.
- Listen with undivided attention when your children want to share information about school.
- Encourage your children to do their best. It is okay for them to make mistakes as long as they learn from them.
- Teach your children "positive self-talk". Take a tip from the Little Engine, who repeated, "I think I can, I think I can".
- Discipline with love – use "do this" more often than "don't do that".
- Set clear, reasonable, consistent limits.
- Encourage your children's independence and sense of responsibility.
- Communicate with your children's teachers on a regular basis.

EARLY YEARS

EDUCATION



EARLY YEARS

KINDERGARTEN - GRADE 4

WHAT WE BELIEVE

In Rolling River School Division we strive to help each child develop to his or her fullest potential, regardless of ability, learning style, or stage of development.

Our purpose is to develop and maintain a learning environment that encourages a child to be creative, self-motivated, self-confident, independent, and responsible.

Our goal is to provide for each individual's intellectual, emotional, social, physical, and aesthetic development in a safe and supportive child-centred environment.

A cooperative relationship between home and school is essential in order to achieve our purpose and goal.



AREAS OF DEVELOPMENT

Intellectual

- basic academic skills, (listening, speaking, reading, writing, phonics, spelling, mathematics)
- computer skills
- independent thinking skills
- problem-solving skills

Emotional

- self-confidence as a learner
- self-esteem

Social

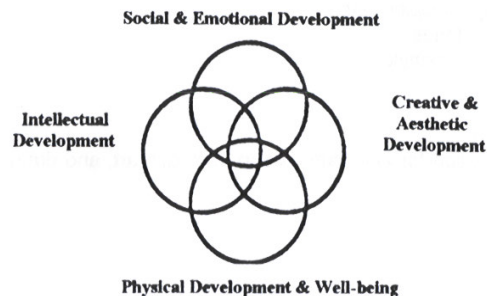
- ability to interact appropriately with other children and adults
- sense of responsibility for self, others, and the world
- role playing

Physical

- fine motor skills (e.g. cutting, paper and pencil skills)
- gross motor skills (i.e. large muscle development through jumping, skipping, etc.)
- physical fitness
- a healthy lifestyle

Aesthetic

- appreciation for and participation in music, art, and drama



APPROACHES AND STRATEGIES

Various approaches and strategies are used to ensure development of the “whole” child:

Intellectual

- direct instruction of basic skills
- learning by doing
- activity centers
- whole language
- cooperative learning

Emotional

- encouragement
- meaningful praise
- promoting risk-taking
- support and guidance

Social

- opportunities to interact with other children and adults
- cooperative learning situations
- meaningful play

Physical

- fine motor classroom activities
- physical education classes
- health programs
- group play

Aesthetic

- creative activities as an integrated part of many subject areas

Assessment is ongoing in all areas.