

FROEBELIAN PEDAGOGY AND AIMS OF THE SCHOOL

Pedagogy

Froebel's philosophy of learning underpins the pedagogy at Annan School and we place great importance on active learning and self-activity. Active learning engages and challenges children's thinking using real-life or imaginary situations.

Quality active learning builds on children's previous experiences and provides differentiation and challenge. It allows for different learning styles and children's independence but is supported by teachers who structure the environment and intervene sensitively to extend the children's learning.

Self-activity as described by Froebel is concerned with when children are responsible for making choices, are respected as central to and active in the learning process in which they are engaged and involved in self-evaluating and make connections in their learning. Learning opportunities are therefore meaningful and motivating to children.

The pedagogy involves

- Knowledgeable and appropriately qualified teachers and early childhood professionals
- Skilled and informed observation of children, to support effective development, learning and teaching
- Awareness that education relates to all capabilities of each child imaginative, creative, symbolic, linguistic, mathematical, musical, aesthetic, scientific, physical, social, moral, cultural and spiritual
- Parents/carers and educators working in harmony and partnership
- First-hand experience, play, talk and reflection
- Activities and experiences that have sense, purpose and meaning to the child, and involve joy, wonder, concentration, unity and satisfaction
- An holistic approach to learning which recognises children as active, feeling and thinking human beings, seeing patterns and making connections
- Encouragement rather than punishment
- Individual and collaborative activity and play
- An approach to learning which develops children's autonomy and self confidence

The principles of a Froebelian Education include

- Recognition of the uniqueness of each child's capacity and potential
- A holistic view of each child's development
- An ecological view of humankind in the natural world
- A recognition of the integrity of childhood in its own right
- A recognition of the child as part of the community

Aims and objectives

The aims of our school

- To value, nurture and educate each child to be knowledgeable, compassionate, responsible, creative and respectful
- To help realise the social, intellectual, physical and emotional development potential of each child
- To foster each child's intellectual, emotional, social and physical well-being
- To foster each child's concept of self, self-esteem and confidence to enable him or her to become an autonomous, creative and original thinker
- To be a centre of excellence and innovation in early childhood education
- To offer fresh vision to education by using Froebel's theories

In support of our aims the objectives are

- To create a warm and caring atmosphere in which children, staff and parents all feel happy and secure.
- To support children's learning through exploration and active learning valuing symbolic play in the early years and developing high level problem solving in later years.
- To provide a curriculum which gives opportunities for wonder, exploration, excitement and collaborative purposeful learning.
- To provide an attractive and stimulating environment in which learning can take place indoors and outdoors.
- To recognise and respect each child as a unique and creative individual with his or her own special needs and to develop in each child an awareness of and a respect for the needs of others.
- To develop a partnership with parents and carers to share in the education and well-being of each child.
- To use a model of emotional intelligence to help children learn emotional maturity, co-operation, empathy and respect.

Organisation of Learning

Our learning is organised in a holistic way using a thematic approach designed to support children's natural curiosity and stimulate their creativity.

Children work on projects in a cross-curricular way using foundations subjects such as history geography and science as the main focus. They demonstrate their knowledge and understanding through a wide range of media eg art, drama, music and movement.

The use of skilled and informed observation of children supports effective development, learning and teaching.

Children's contributions are highly valued and children have a say in the documentation of their learning promoting their sense of responsibility and independence.

Enquiry, problem solving, reasoning, creative thinking are strong features of classroom activity.

Children often work collaboratively (peer-peer learning is highly valued).

Learning processes are made 'visible' to children with the process of learning being valued not just the end-product.

End of project 'presentations' are planned with the children. Children are involved in self-evaluating and make connections in their learning.

Parents/carers and educators work together in partnership with an atmosphere of mutual respect within which children can have security and confidence.

Children and adults work with each other drawing resources from the school, locality and wider community.

(see Curriculum Policy)

Respectful Communication

By use of a model of emotional intelligence and respectful communication we aim to help children learn emotional maturity, co-operation, empathy and respect.

At Annan School children feel listened to and respected. They can make suggestions and know they will be taken seriously. We encourage children to be responsible for their own behaviour, to understand the effects and consequences of their choices and to feel valued, respected and treated fairly.

Our primary aim is to promote good relationships so that everyone can work together in an environment where all feel happy, safe and secure enabling everyone to learn. Our high expectations of good behaviour lead children towards positive self-esteem and self-discipline.

We maintain mutual respect through listening to children and encouraging children to talk about their feelings both to adults and to each other. .

We help children to develop self-motivation and self-discipline by learning to communicate their needs and feelings appropriately. Children are intrinsically motivated and enthusiastic to learn and build a happy community in which to work.

In this way most issues are dealt with before they escalate and children are guided to freedom with responsibility.

(see Behaviour Policy)