

How We See Learners

At Schutz American School we see children as **unique human beings** who want to connect. This capacity for relationships supports children with learning about themselves and others and provides many opportunities to express (and learn about) **how to be caring, resilient, confident, compassionate and responsible**. All children can learn and be successful.

We recognize that children already have many ideas, interests and passions when they come to our school. Children are **active, curious explorers who love to play and discover new things**. They are often spontaneous, inventive risk-takers. Children are competent at **making sense of the world as imaginative, critical and creative thinkers**.

Children are **bearers of rights** and actively participate in their communities. Children act with purpose, seeking conditions they want in their own lives and the lives of others.



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How We See Learning and Teaching

Young children develop in a context of relationships. We invest time and effort in getting to know each child and the development of relationships within a learning group. **By listening to children we show them that we value what they feel and what is important to them.**

We view **learning as an ongoing process** through which children acquire knowledge, skills and conceptual understandings. Through interactions with people, places and materials children make sense of the world. Learning involves experimenting, playing around with ideas and changing one's idea after something didn't work. **Effective learners use their thinking skills and are reflective.** They are perseverant and motivated.

Engagement is important for learning so we aim to plan learning engagements that are **joyful and (inter) active** such as singing, reading picture books and playing games. Through play and other learning engagements children can **connect with others, act on their curiosities, explore and generate new ideas and build on their own conclusions.**

Teachers **support** the unique skills, ideas and interests of the child. They monitor and document learning and plan for next steps in learning for individual children and the group. Teachers notice which ongoing investigations to promote and what questions to find out about. This makes **learning meaningful and relevant.**



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