

Child Side Update Term 4 Nov

A snapshot into the Child Side Back Story: Since Child Side School and Playgroup's inception in 2002 as a playgroup we have offered families in the SW region a choice in education practices and principles through our unique setting and clearly identified educational identity as a 'small by design' school focusing on knowing each and every child well and making sure that the curriculum belongs to the children. We offer the opportunity for children to engage with the curriculum and each other in meaningful ways immersed in real-world authentic learning. The curriculum is unpacked WITH them, not done to them or despite them! Our education intent has always been to develop Child Side as a learning community, a village where education is everyone's business to support and interact constructively approaching each other as social, creative, active, capable and resilient beings with equal dignity regardless of age, differences of experiences and/or knowledges. A place where children learn to interact and work through conflict, develop resiliency and life skills and focus on relevance to the real world rather than fun, personal benefit, friendships, test scores or marks, rewards, punishment, competition, fear of failure or 'trouble'... We are a work place for children with a broad spectrum of diverse people, backgrounds, strengths, experiences and needs. We began as a school with a single educator, Leonie with K-Year 5 children, operating out of a house for 3 years. We then moved to our current site with the current ECC building purchased, cut apart, transported and reassembled by parents as our sole building including the office. Later we employed another educator who worked alongside Leonie for a number of years in a team teaching context. Some children had Leonie as their core educator over 5-6 years and then again as young adolescents. These same children are now very capable, fully functioning young adults with their world at their feet. Feel free to ask us more about our humble beginnings and our successful graduates.

2018 focus: **The leadership team** are the cornerstone for children and staff across the entry and exit span of their journey at CS. Our role is consciously nurturing the development of social, emotional and physical resiliency, supporting constructive engagement with group dynamics, supporting the transition between home and school in the early years and the transition between childhood and early adolescence. Our role is to underpin a learning culture that develops emotional intelligence and a healthy sense of self and well-being that helps everyone navigate and operate in the complex 21st century world we live in.

2018 focus: A continuity educator in every cluster- each multi-aged cluster will have a continuity educator who has been a core educator at Child Side over a number of years and has had prior side by side mentoring in Big Picture Education through the Child Side approach. These educators will provide a cohesive Child Side approach appropriate to each cluster based on the developmental phases of children and curriculum needs. They will be working with children to co-construct the WA Curriculum appropriate to the year levels within that cluster and according to individual children's personalised point of need. They are experienced educators who adapt to each phase of development eg: Leonie as the K/P educator also currently works with the YACs for LTi projects as part of her continuity and cohesion role. She has always worked across the spectrum of ages and stages.

Support staff- employed to engage with continuity educators and ABC (act, belong, commit) to the Child Side approach. They also provide additional knowledge and skills for subject specific areas or particular programmes. These support staff include:

- **another core educator in the ECC** working with the Year 1 and 2 children alongside Leonie as the mentoring continuity educator with K and P.
- **subject specialisation educator/s** for YAC and MCC, such as STEM investigation projects, maths and science skill builders, performing arts (eg: YAC-fire-twirling) or contractors for Languages (eg: Chinese through the Confucius Centre)
- **continuity relief staff** to provide relief for staff off work for: illness, professional development, planning and reporting days, long service leave, leadership team extra duties especially during a registration year, meetings, mentoring...
- **education assistants** to support core educators who have children who have been identified on the NCCD as having a high level of additional learning needs. The extra pair of hands, eyes and ears supports the cluster under the direction of the educator
- **Kindergarten educational assistant** to support the K/P educator for NQS (National Quality Standards) under the Universal Access for Kindergarten children
- **Office assistant and grounds assistant** to support with administration and maintenance

New Family support – Experienced Child Side families support new families transition into Child Side.

Child Side is not merely a place where values and knowledge are transmitted but values and knowledge are co-constructed with children in meaningful ways. This school is an educational village designed around an intentional learning culture supported by all.

2018 Curriculum Update:

Protective Behaviours Curriculum: Please see Story Park for some background into The Keeping Safe: Child Protection Curriculum KS:CPC. There is an opportunity for AISWA to conduct a Family Workshop around this early in 2018 at Child Side. Family availability for the best time either during the day or the evening to attend this proposed workshop will be considered based on feedback from families. So please indicate your preference to Karron in the office.

Resiliency Thinking: We will be developing a particular focus on resiliency thinking as a specific unit of study for the YACs and then embedding this across the whole curriculum for them. Resiliency thinking is a way of integrating and interacting with curriculum content and complex real-world contexts that our children will face. This is a lens requiring creative and critical thinking skills and ethical thinking which are key components of the WA Curriculum General Capabilities along with social, quantitative and empirical reasoning goals which underpin the Big Picture Education learning approach. Recommended reading: The Stockholm Resiliency Centre web site and related articles.

<http://www.stockholmresilience.org/>

Dr Deborah O'Connell, Principal Research Scientist at CSIRO is part of our academic rigor network (Leonie's sister)

<http://people.csiro.au/O/D/Deborah-OConnell>