



## PREP TO YEAR 4

# THE **DISCOVERING ME** PROGRAM EXPLAINED

Our **Discovering Me** program has a strong 21st Century curriculum focused on the growth of every individual to ensure each child experiences success on their learning journey. The Junior Years Curriculum is developed to promote curiosity, collaboration, creativity and a love of learning. Through engaging inquiry based learning experiences our children learn, grow and flourish.



### THE WHAT

At Peninsula Grammar, we believe our young students learn best by experimenting with ideas and concepts through experiences unique to our Discovering Me program. The Victorian Curriculum provides us with a skills framework, which is built upon contemporary educational research that informs our teaching and learning practices. We promote curiosity, creativity and collaboration through our inquiry based learning opportunities and challenge our students to question and think critically across all areas of the curriculum.

### THE WHY

The foundation of any learning journey begins through an understanding of self, society and the world. At Peninsula Grammar, we want our students to have an innate understanding of who they are, the capacity to view their society in a positive and meaningful way and the belief that they can contribute meaningfully and successfully to the world they have inherited. We want our students to be engaged in their learning and challenge themselves as designers, thinkers, explorers, dreamers and doers.

### THE HOW

Our core subjects; English, Mathematics, Science and Humanities are constructed in a way that ensures students are taught at their point of need whilst our extensive specialist program including; Physical Education, Music, Art, Drama, French, Library and Swimming, provides them with a holistic education, that caters to the interests of every individual. Discovering Me is focused on building meaningful, respectful relationships and is aligned with our integrated Positive Education program, ensuring students of Peninsula Grammar, Learn. Grow. Flourish in and outside of the School.



# DISCOVERING ME EXPLAINED

## OUR PHILOSOPHY

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## POSITIVE EDUCATION

Our Positive Education program supports social and emotional growth. Through acts of gratitude and optimism, we develop their skills of resilience and happiness. Students are explicitly taught important skills such as curiosity, emotion regulation, resilience, critical thinking and communication. We believe that students learn best when they adopt a positive growth mind-set which enhances classroom performance.

“A MIND STRETCHED  
BY A NEW IDEA NEVER  
REGAINS ITS ORIGINAL  
DIMENSIONS.”

## LITERACY

Our approach to **literacy** in the Junior Years aims to foster a love of language and literature. We develop a strong sense of reading engagement early, promoting this through explicit instruction and exploration of a variety of texts through our library program.

We aim to instill strong comprehension strategies in our students to equip them with the skills to understand and to be critical thinkers of texts at a deeper level. Understanding of writing structure and language features is essential and we develop whilst still providing students with opportunities to develop their creativity and love of writing.

Our goal is to nurture confident and articulate communicators in a 21st Century environment.

## MATHEMATICS

The foundations of our **Mathematics** program is based around providing learning opportunities that promote students' conceptual understanding, fluency, problem solving and reasoning. Junior Year students are immersed in Mathematical learning experiences that promote collaboration, real life connections and the use of concrete materials and technology to conceptualise their understanding. The encouragement of hands on materials, technology and using the outside environment is a critical component to the Junior Years Mathematics program.

## INQUIRY LEARNING

Our **Inquiry Learning** is developed through the principles of Kath Murdoch and Reggio Emilia. Students are introduced to an idea, topic or issue that provides them with opportunities for them to wonder. This drives their interest to understand the world around them. Throughout their learning, students continue to question, reflect and make connections to construct their own meaning. Inquiry learning enables students to direct their own learning whilst being guided by their teacher. Within units of inquiry, students have opportunities to take action where they reflect on their learning to think of ways to make a difference. Each inquiry unit has cross curriculum connections to ensure a deeper understanding of the idea, topic or issue.





## INTERDISCIPLINARY SKILLS

Within the Junior Years program, students acquire and apply a set of interdisciplinary skills: thinking, self-management, communication, collaboration and researching. These skills are explicitly taught in their homeroom classes and also further developed in their specialist programs.







## SPECIALIST LEARNING

At Peninsula Grammar, we have an extensive specialist program in the Junior Years that fosters the development of the whole child. Our students have lessons in Music, Drama, Visual Arts, Physical Education (including swimming and PMP), French from Year 2, RAVE (Religious and Values Education) and Library. The students also have access to a range of resources and the broad facilities of a K-12 school. The homeroom teachers collaborate with the specialists to make cross-curriculum connections to units of learning to ensure a deeper understanding of concepts and constructs.

## COLLABORATIVE PLANNING AND ASSESSMENT

The teachers at Peninsula Grammar believe strongly in collaborative planning and assessment analysis. We use a variety of assessment tools to determine targeted teaching groups and a whole-class focus. We work collaboratively to understand how to use assessments that best differentiate and personalise learning to ensure each student is learning at their point of need and are feeling challenged and extended.



**“CHILDREN MUST BE  
TAUGHT HOW TO THINK,  
NOT WHAT TO THINK.”**

Margaret Mead



**PENINSULA**  
GRAMMAR