



Room Three

Head Teacher – Debbie

Dear Parents,

In Room Three we spend a lot of time throughout the day building resilience, confidence and persistence. Children have opportunities to develop these skills across all of the curriculum.

It is important when building these mindsets that we do it through praise of effort, not achievement. Our goal isn't only to teach children how to accomplish a task such as putting on their shoes or dressing themselves, but to encourage them to develop a sense of perseverance and a sense of pride in their efforts.

Allowing children the time and opportunity to develop skills in accomplishing tasks on their own is important. Solving puzzles, building block towers, train tracks, cutting, drawing, writing, etc. are all activities which require practice and perseverance.

According to Vygotsky, a prominent education theorist, children learn best when tasks aren't too hard or too easy - known as the zone of proximal development. He refers to the amount of help from adult and peers as 'scaffolding'. This is the assistance needed when learning a new task or skill, and is then removed when no longer needed.

In Room Three we offer many opportunities to develop confidence and determination. For example, news time offers children the time to build confidence speaking in front of their peers in small group situations. It is awesome to see how quickly children's confidence grows when they are excited to show a treasured item or share a special experience.

Through the Transition To School Programme, children have opportunities to develop and practice many skills which takes trial and error and persistence. But as these skills grow so does their confidence levels.

Free play offers time to create, build and explore, time to use trial and error, to immerse themselves in dramatic play, to build relationships, to make decisions and act independently. All of these things build positive self esteem and confidence.

Debbie,

