

# **TLC Kids – Research Foundations Position Paper**

**- Synopsis -**

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## **DEFINED NEED AND CONTEXT**

Primary / elementary aged children, due to a number of environmental, sociological, cultural and economic factors, may benefit from enrichment programs designed to complement, consolidate and extend learning at school. The nature of this support can be categorised under the following three broad headings:

- Learning
- Personal, Social & Emotional Intelligences
- Life and Thinking Skills

*TLC (Teaching & Learning Creatively) Kids* was created to address these needs. *TLC Kids* has been operating since 2001 and is grounded on research-based learning principles as outlined below.

## **PHILOSOPHY**

*TLC Kids* has a commitment to build a ‘Community of Learners’ with broad objectives of motivation, self-regulation and Life Long Learning. (Candy, 1991) We strive to construct meaningful, relevant engagements for children as active participants in the learning process, working towards a common, fundamental desire to lead rich and fulfilling lives. (Bronfenbrenner, 1998)

## **THEORY & METHODS**

*TLC Kids* is built on an holistic understanding of teaching and learning characterised by:

- acknowledgement of cognitive, social, emotional, physical, aesthetic, and spiritual dimensions of thinking and expression; (Nava, 2000)
- cooperative learning environments; (Kagan,1990; Gibbs,1994)
- methods embedded in whole brain, real-world, experiential learning where learning is embedded in natural, spatial memory (Caine et al.,1994); and
- methods which foster learning and knowing through multiple intelligences (Gardner, 2006; Lazear,1999)

*TLC Kids* learning aims to construct meaning by firstly acknowledging the learner’s competencies and learning styles (Dunn & Dunn, 1992). Facilitators then apply the principles of scaffolding and implement regular teaching and learning methods to support ongoing learning and development. (Kozulin, 2003)

*TLC Kids* integrates ICTs and embeds multiliteracies in that students draw on a range of knowledge and contexts from many disciplines, as well as on multiple modes of communication. (O’Rourke, 2005)

## **LEARNING SYSTEMS**

*TLC Kids* Learning Systems encourage learners to engage as active, resilient, self-regulated participants in the learning process. (Bernard, 1995; Schunk, 1995)

TLC Kids Class Management Strategies are humanistic, negotiated and consistent. Principles of intrinsic motivation, self-efficacy (Bandura, 1994) and positive reinforcement are embedded in all practice. (Gilman et al., 2009)

TLC Kids Learning Environments are grounded on the principles of inclusion (Khalsa, 1999) and differentiation. (Tomlinson, 1999) Learning occurs in many ways amongst all participants in the learning process. The TLC Kids teacher is a facilitator, not a disseminator, of knowledge. Participatory and discovery methods are favoured instead of traditional didacticism.

TLC Kids offers empowerment through providing students with choices in their activities and learning. We deliver strategies to draw on intrinsic motivation and balance this with measured extrinsic factors in order to maximise outcomes for all age groups. (Ryan & Deci, 2000) TLC Kids embraces explicit and positive phraseology in all communications.

## **SUSTAINABILITY**

TLC Kids Development Systems ensure our programs are refined and evaluated based on continual internal review, Quality Assurance principles (Cheng, 2003) with ongoing review and feedback from our users as an integral component of our 'Community of Practice'. (Wenger, 1998)

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