

Hybrid Learning Centres (HLC) - Learning Curriculum

Learning is fundamental and innate to humans and the natural world. Each child competently learns from birth, and given the right environment, becomes resilient, capable, confident, and self-assured, through learning and can perceive the world and its relationship to it; whilst extending the capacity to be creative, and an integral part of the generative process of life.

The HLC curriculum caters to children's natural rhythm of learning. It enables them to acquire an understanding of the world around them and gives them the means to become independent, collaborative, committed, and enthusiastic learners who can be encouraged to grow into compassionate, productive and engaged individuals.

The following Educational Systems are integrated into our curriculum:

- Rudolf Steiner Education Model
- Montessori Education System
- Orff's Approach to Music Education
- Reggio Emilia Approach
- Multi intelligence Theory
- Bloom's Taxonomy

Taken together we have utilized these educational doctrines as collaborative tools to build confidence and assist them in opening their minds to a world of possibilities.

The lesson plans are weekly theme-based lesson plan guides for designing what a teacher and learners will focus on for one week. It guides and integrates the lesson plan for teaching all subjects, to all learning levels, within the context of the central theme. It integrates all parts of the HLC curriculum:

- Core subjects curriculum:
English, maths, science. social science & health, technology and innovation, arts & music.
- Curriculum for life components:

integrity & honesty; learning agility, resilience, wisdom,
collaboration & cooperation, interconnectedness

- Curriculum for personal growth:

free-thinking & leadership, creativity, effective communication,
inspiration & motivation, modelling & action.

- Farming & Food production & processing:

HLC will follow the Pedagogical Process of "Working with Nature" as a healing art, by enabling the child's reconnection with nature. Our aim is to meet the child in his or her development, using the garden as an environment to heal both the child and the earth.

- Business & trades:

Business studies aim to stimulate students' interest in the business environment and how they interact with it. It develops skills, knowledge, attitudes and behaviours that allow them to make informed and responsible decisions with all of the resources available to them, ensuring their and society's well-being, while becoming more self-aware as learners. The core subjects are non-linear learning guides that allow a methodical inflow of comprehension and exploration of the boundaries of knowledge.

The designed Learning experiences are student-centered and capable of guiding the implementation of high-quality, engaging innovative teaching and learning processes that satisfy the needs of our future young citizens.

The purpose of the HLC **evaluation and evolution** process is to clearly outline a process for objectively measuring and progressing the effectiveness of the education program. It is meant to be collaborative, engaging, encompassing, empowering, and beneficial to all

participating members. The program is a 2-directional review and assessment format, designed to allow all participants to grow and develop, both as teachers and learners. This two-directional feedback system supports the achievement of their learning and growth goals, allowing individual, team and cultural growth and improvement

The co-curriculum (clubs & extracurricular activities) enables active learning, through experience and aesthetics of learning.

Learning needs to be at the centre of the process of community regeneration and the HLC will foster economic growth by delivering integral dynamic social investment as the essence of community regeneration.