

FIGURE 1.1 SUMMARY OF A STRENGTHS-BASED APPROACH

| A STRENGTHS-BASED APPROACH IS . . . | A STRENGTHS-BASED APPROACH IS NOT . . . |
|---|---|
| <ul style="list-style-type: none">• Valuing everyone equally and focusing on what the child can do rather than what the child cannot do• Describing learning and development respectfully and honestly• Building on a child’s abilities within their zones of proximal and potential development• Acknowledging that people experience difficulties and challenges that need attention and support• Identifying what is taking place when learning and development go well, so that it may be reproduced, further developed, and strengthened | <ul style="list-style-type: none">• Only about “positive” things• A way of avoiding the truth• About accommodating bad behavior• Fixated on problems• About minimizing concerns• One-sided• A tool to label individuals |

SOURCE: Victoria Department of Education and Early Childhood Development (2012, p. 9)