



# Early Childhood Vision



## Positive Learning Environments

To cultivate our positive learning environments, we:

- ◆ encourage children to feel a strong sense of 'belonging, being and becoming';
- ◆ create learning environments that enable children's own agency to make choices and decisions; to influence events and have an impact on their world;
- ◆ recognise that young children learn in unique ways.

## Quality Teaching

We incorporate:

- ◆ a play-based approach to learning that is developmentally appropriate and acknowledges individuality;
- ◆ a balanced curriculum that reflects the *Early Years Learning Framework, Kindergarten Guidelines, National Quality Standards, Western Australian Curriculum* and the *Department of Education's* yearly strategic direction;
- ◆ an understanding that play is central to a child's learning and development. We embrace a variety of learning experiences including structured and unstructured play (both indoor and outdoor) and teaching strategies which include, but are not limited to, explicit instruction, provocations, intentional teaching and whole class, small group and individual learning opportunities;
- ◆ inclusive learning environments for all students; ensuring that learning experiences are developmentally appropriate for each child.

## Effective Leadership Seeking Improvement

As educators, we:

- ◆ demonstrate awareness of, and reflect upon, best practice;
- ◆ understand the importance of our roles as educators by accessing relevant and evidence-based professional development;
- ◆ commit to regular collaboration between K-Y2 staff.

## Engaging Relationships and Partnerships

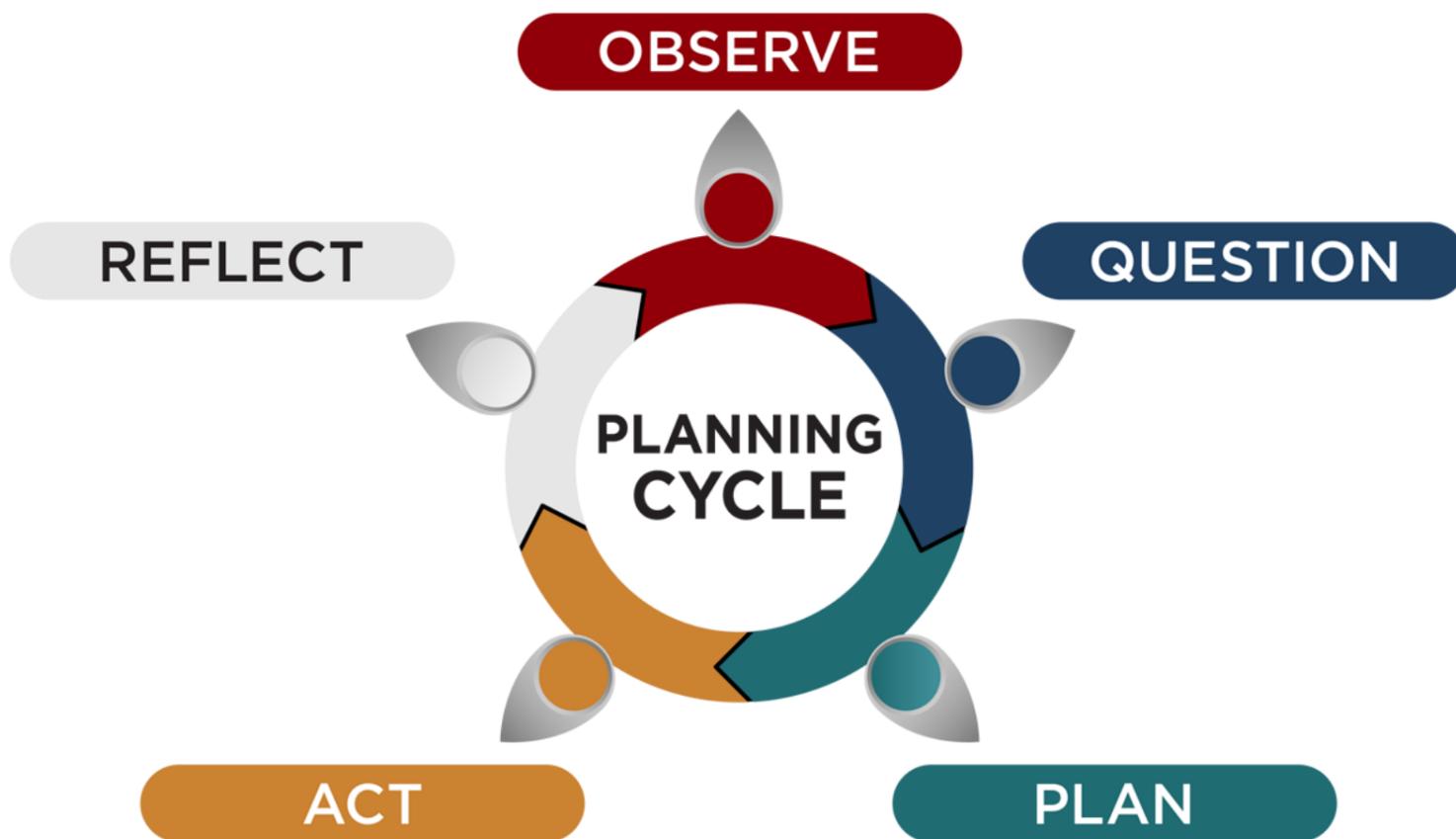
We understand that positive partnerships between parents, the community, teachers and students directly influence a child's attitude towards school and learning and their educational outcomes.

We continuously seek ways to:

- ◆ build and cultivate secure, reciprocal and respectful relationships with children and their families to create an effective learning community;
  - ◆ ensure that parents and carers feel valued and included in the educational decisions regarding their child;
  - ◆ encourage family involvement in all aspects of school life. Including, but not limited to, open evenings, performances, classroom helpers, excursions, incursions and parental expertise;
  - ◆ embrace, promote and celebrate the cultural and inclusive diversity that exists within our community;
  - ◆ foster relationships between parents and external agencies, such as the Child Development Centre, when required.
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Taken from Early Works Education

## Planning for the Intentional Play Process

<https://earlyworks.cloud/>

### What Intentional Play Looks Like At White Gum Valley PS

At our school, we plan on continuing and developing play opportunities for children in K-2 by:

- ◆ Allowing time to make social connections through extended play. In K & PP we have an extended outdoor play session that encompasses opportunities for outdoor learning and nature play.
- ◆ Exploring and using vertical learning with our Year 1 and 2 students to allow for intentional teaching and outcomes through multi-aged play-based numeracy sessions. This will enable the teachers to collaborate, using play as a vehicle, for their planning and the explicit points of need for children.
- ◆ Participating in National Outdoor Education Day, which we link with the Booyeembara Curriculum Plan developed by Jane Kitson (2018).
- ◆ Utilising our Yarning Circle as an outdoor classroom space.
- ◆ Accessing ECE storage sheds, near the oval, for equipment which enhances constructive, social and dramatic play during recess and lunch sessions.

At White Gum Valley Primary School, we see play as equally important to the children's development and learning as our teaching of the mandated, subject-based curriculum.

Play, as a way of helping children grow and learn, is also advocated by SCSA and underlines the NQS and EYLF.

