

EARLY YEARS



- Are committed to success for all children that is promoted and guided through the cycle of teaching, learning and assessing.
- Foster connections with the community. It is through the building of partnerships that educators, families and community members gain a better understanding of how they can contribute positively to the school and support children in their learning.

POSITIVE & MEANINGFUL PARTNERSHIPS

Early years schools:

- Build positive relationships between the home and school by including families as essential participants in the learning process.
- Value and promote open, ongoing and reciprocal communication with families about their child's learning in terms of strengths, needs, interests and goals.
- Seek to understand the cultural and social contexts in which their students develop and learn.
- Create opportunities to invite and welcome families into the school community.
- Support students and their families in making positive transitions throughout their school experience.
- Play an active role in creating an environment for learning that celebrates individuality and community, and promotes success for all students.

For more information, please ask to see the booklet "Early Years," available at your child's school.

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UNDERSTANDING EARLY YEARS CHILDREN

Early years schools:

- Recognize the developmental patterns generally followed by young children.
- Acknowledge that children learn in many ways and develop at different rates.
- Encourage children to construct meaning by connecting prior knowledge and personal experience to new learning, and then extend this to new experiences and understandings.
- Acknowledge and celebrate individual, cultural and social diversity.
- Structure activities and provide support to enable children to assume responsibility and increase independence.
- Support experiences that are safe, healthy, interesting, enjoyable, interactive, achievable and challenging to the individual.
- Recognize that students should be supported in developing a positive, lifelong disposition towards learning.
- Understand that the early years are a critical period in the development of children's self-esteem, identity, interpersonal skills and relationships.

LEARNING COMMUNITY

Early years schools:

- Provide emotionally and physically safe environments where all students are able to learn.
- Purposefully incorporate the unique cultural, family and community experiences of students to enrich classroom practice.
- Discuss, communicate and consistently implement expectations, rules and routines.
- Promote respect and foster behaviours that are appropriate for positive social interaction.
- Provide opportunities for positive, constructive feedback, so students can participate in setting goals for their learning and behaviour.
- Create opportunities for celebrating learning and achievement.
- Empower students with the skills, strategies, knowledge and attitudes that will allow them to solve problems and make appropriate choices.
- Provide extensive opportunities for students to work co-operatively and collaboratively.
- Encourage educators and students to actively acquire knowledge and construct meaning together.

CURRICULUM & INSTRUCTIONAL PRACTICES

Early years schools:

- Provide rich learning experiences and services that support students in addressing interests and needs, while meeting or exceeding curriculum outcomes.
- Recognize literacy and numeracy as integral to all teaching and learning experiences.
- Invite children to represent and share their learning in a variety of ways.
- Differentiate instruction and assessment to meet the needs of all students.
- Provide adaptations, extensions and individual learning experiences as required for students to be meaningfully engaged and successful.
- Support assessment for learning, and assessment of learning, involving both the student and teacher. Assessment is ongoing, authentic and informs the learning and instruction that takes place in the classroom. Evidence of learning is gathered through a variety of methods including observations, conversations and products.
- Facilitate learning through explicit teaching and demonstrations, purposeful play and exploration, supported participation and independent practise and use.