



# EARLY YEARS

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 River East Transcona  
SCHOOL DIVISION



# THE ESSENTIALS OF EARLY YEARS EDUCATION

River East Transcona School Division recognizes that the early years must be appreciated as a unique and important period of child development. River East Transcona schools and educators are committed to providing quality education for these, their youngest learners. Four essentials have been identified that represent the necessary aspects of a successful early years educational experience. These essentials provide the beliefs and foundation upon which River East Transcona early years programs are built. An outline of each is given below, and further developed on the following pages.

## Understanding early years children

Understanding how a young child grows, develops, and learns provides the foundation for all the essentials. Supporting this is a belief that the early years child is inquisitive and eager to learn. Children are unique and bring with them their diverse experiences, and prior knowledge of self, family, culture and community.

## Learning community

The development of a caring, respectful, and collaborative learning community is critical to an early years program. This learning community is a powerful context for teaching and learning and directly influences behaviour and the development of social relationships.

## Curriculum and instructional practices

Teaching, curriculum, and assessment practices are deliberately designed to meet the unique characteristics and learning needs of early years children. These practices address provincial outcomes in support of children's learning. A variety of instructional strategies are to be incorporated.

## Positive and meaningful partnerships

Early years education promotes and fosters strong, positive and meaningful collaborative and co-operative relationships among educators, schools, families and communities.

Though each of the four essentials highlight a facet of early years education, all four are interconnected. Embedded in, and critical to each essential, is the role of the early years educator. The early years educator is a committed, knowledgeable, enthusiastic learner and advocate for young children. Understanding the diversity of students, educators reflect on and revise their practice to meet the needs of their students. Early years educators assume responsibility for, and participate in, ongoing professional development as they seek to best educate students to be caring, inspired, skilled and responsible citizens.



## Understanding early years children

Early years children have a desire to learn and make sense of their world while exploring their own independence. Early years educators take an interactive approach to the teaching and learning of the child. This involves creating opportunities for early years children to explore, discover, question, predict and confirm as they strive to organize and interpret their world. Consideration must be given to children's physical, cognitive, creative, social and emotional strengths and abilities.

## 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.
- provide opportunities for children to be active in order to promote healthy lifestyles.
- 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, life-long disposition towards learning.
- support children in learning and expressing themselves through the arts.
- understand that the early years are a critical period in the development of children's self-esteem, identity, interpersonal skills and relationships.



## Learning community

In the early years, it is recognized that a sense of community has a profound effect on the social, emotional, intellectual, creative, and physical development of each child. Early years learning communities are positive, nurturing and engaging environments that encourage risk-taking, positive social interactions and mutual respect.

## 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 that 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 cooperatively and collaboratively.
- are welcoming and attractive and display student work with pride and explanation.
- encourage educators and students to actively acquire knowledge and construct meaning together.
- provide the materials and resources needed to create a physical environment that facilitates learning, inquiry and in-depth curricular understanding.



## Curriculum and instructional practices

Early years educators recognize the importance of establishing a learning-centered environment, where children build on prior knowledge and actively construct meaning through a variety of learning experiences. These learning experiences provide opportunities for children to observe, discover, explore, create, experiment and dialogue. Early years educators uncover and extend the curriculum through meaningful, differentiated, and engaging learning activities.

## 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 as integral to all teaching and learning experiences.
- create meaningful opportunities for curriculum integration and interdisciplinary learning and instruction.
- have rich experiential learning environments that encourage children to use language for a variety of purposes.
- invite children to represent and share their learning in a variety of ways.
- support children as they learn to make informed choices with respect to their learning, behaviour and relationships with others.
- 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.
- plan opportunities for engaging, constructive, thoughtful and self-directed play that promotes learning and inquiry, provides opportunities for choice and deepens curriculum understanding.
- 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.
- design authentic and purposeful learning experiences that involve student interests and experiences while addressing curriculum outcomes.
- create a climate that promotes and fosters inquiry.
- facilitate learning through explicit teaching and demonstrations, supported participation and independent practice and use.



## Positive and meaningful partnerships

Building positive, meaningful partnerships is essential in early years schools. The learning community extends beyond the classroom, into the school and community. Early years educators view the school and its resources, and their students, families and community as learning partners. Meaningful partnerships begin through collaboration, communication, co-operation and consultation and they continue as students transition from preschool to early years to middle years.

## 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.
- access school, divisional, and community resources to support the needs of all students.
- create opportunities to invite and welcome families into the school community.
- explore and access community resources to offer purposeful and authentic learning experiences.
- support students and their families in making positive transitions throughout their school experience.



## Early years educators...

- play a critical role in understanding and supporting the developmental and individual characteristics of young children. Each child is recognized and celebrated as unique.
- play an active role in creating an environment for learning that celebrates individuality and community, and promotes success for all students.
- 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.



## VISIT OUR SCHOOLS

There are 27 early years schools in River East Transcona School Division. Detailed booklets describing course and program offerings can be obtained at each location. Individual school websites can be accessed through the division website ([retsd.mb.ca](http://retsd.mb.ca)).

Angus McKay School  
850 Woodvale Street  
204.661.2378

Bernie Wolfe Community School  
95 Bournais Dr.  
204.958.6532

Bertrun E. Glavin Elementary  
166 Antrim Rd.  
204.669.1277

Bird's Hill School  
3950 Raleigh St.  
204.663.7669

Dr. F.W.L. Hamilton School  
3225 Henderson Hwy.  
204.661.2500

Donwood Elementary School  
400 Donwood Dr.  
204.668.9438

École Centrale  
604 Day St.  
204.958.6426

École Margaret-Underhill  
25 Regina Pl.  
204.958.6832

Emerson Elementary School  
323 Emerson Ave.  
204.669.4430

Hampstead School  
920 Hampstead Ave.  
204.654.1818

Harold Hatcher Elementary School  
500 Redonda St.  
204.958.6880

John de Graff Elementary  
1020 Louelda St.  
204.669.1280

John Pritchard School  
1490 Henderson Hwy.  
204.339.1984

Joseph Teres School  
131 Sanford Fleming Dr.  
204.958.6860

Lord Wolseley Elementary School  
939 Henderson Hwy.  
204.661.2384

Maple Leaf School  
251 McIvor Ave.  
204.661.9509

Neil Campbell School  
845 Golspie St.  
204.661.2848

Polson School  
491 Munroe Ave.  
204.669.4490

Prince Edward School  
649 Brazier St.  
204.667.5727

Princess Margaret School  
367 Hawthorne Ave.  
204.663.5073

Radisson Elementary  
1105 Winona St.  
204.958.6591

Salisbury Morse Place School  
795 Rupert Ave.  
204.668.9304

Sherwood School  
509 Grey St.  
204.667.0413

Springfield Heights School  
505 Sharron Bay  
204.663.5078

Sun Valley School  
125 Sun Valley Dr.  
204.663.7664

Wayoata Elementary School  
605 Wayoata St.  
204.958.6840

Westview School  
600 Hoka St.  
204.958.6412



 **River East Transcona**  
SCHOOL DIVISION

## **OUR PURPOSE**

The River East Transcona School Division exists to educate students to be inspired, skilled, responsible citizens.

## **OUR VISION**

The River East Transcona School Division will be forward-looking, innovative, and service-oriented, offering superior, comprehensive programming to meet the emerging needs of our students and community.

## **OUR BELIEFS**

We exist to serve students and community.  
Everyone is unique and can achieve success.  
Individuals excel where there are high expectations and challenging learning opportunities.  
Everyone has the right to be treated with dignity and respect.  
Working together, we can make a significant difference in the lives of our students.  
People thrive in safe and caring environments.