

Statement about PLAY

*Our **curriculum** is based on research that supports **play is the medium through which young children learn**. Play is creative, non-prescriptive and essentially child-directed, enabling the child to wallow in the “process” rather than concentrate on producing an identifiable end product. Play is not only natural; it is essential in the life of every child! Sadly, the very word “play” obscures its importance, because in our culture, it means the opposite to work. And yet it is a child’s work. It is the serious business of experimenting, practising and learning...and it is also FUN!*

EARLY YEARS LEARNING (CURRICULUM) FRAMEWORK

As with the rest of Australia, Gawler East Preschool is using the National Curriculum Framework – Early Years Learning Framework – Belonging, Being, Becoming or EYLF.

The Early Years Learning Framework (EYLF) describes childhood as a time of **Belonging, Being** and **Becoming**. **Belonging** is the basis for living a fulfilling life. Children feel they *belong* because of the relationships they have with their family, community, culture and place.

Being is about living here and now. Childhood is a special time in life and children need time to just ‘be’ - time to play, try new things and have fun.

Becoming is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become. (EYLF Families Guide, 2009)

The Framework articulates effective and appropriate principles and practice to support development of each child and defines the 5 Learning outcomes as:

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| <input type="checkbox"/> Children have a strong sense of identity | <input type="checkbox"/> Children have a strong sense of wellbeing |
| <input type="checkbox"/> Children are connected with and contribute to their world | <input type="checkbox"/> Children are confident and involved learners |
| | <input type="checkbox"/> Children are effective communicators |

Outcome 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect

Outcome 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

Outcome 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

Outcome 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies & natural & processed materials

Outcome 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking