



Phases of Schooling

Early Childhood (typically Kindergarten to Year 2)

Young children have a natural curiosity about their physical, social and technological world. They have a strong desire to make sense of their world and to represent and communicate their experiences and understandings through language and various art forms. They develop their understandings through their relationships and interactions with others, indoor and outdoor environments and the use of their senses. Young children learn through a variety of means - including play and experimentation - to observe, manipulate and explore objects and ideas, materials, technologies and other phenomena.

In the early years of schooling, children should be provided with a holistic curriculum through which they are able to build, design, problem solve, represent and reflect on new learning in ways that are meaningful to them. This learning is supported through intentional teaching in planned and unplanned experiences to extend learning. They need frequent opportunities to develop shared understandings and dispositions as well as content knowledge. The emphasis on literacy and numeracy is encapsulated in a holistic approach to learning where key ideas and concepts in a range of learning areas are presented in phase appropriate ways. They should have opportunities to develop their control and understanding of the symbolic representations associated with written language and mathematics. Social and emotional development is emphasised so that children build strong relationships, can work with others and develop a positive sense of self.

Curriculum experiences will typically integrate knowledge, understandings, skills and values and attitudes across learning areas. Learning programs should be appropriate and connected to the child's current thinking, interests and ways of learning. They should encourage children's autonomy, intellectual risk-taking, responsibility, agency and control of learning. Effective teachers use a variety of strategies, including structured and unstructured play and explicit approaches with whole-class, small-group and individual encounters. It is important that learning experiences build upon each child's current understandings, skills, values and experiences.

Young children are intimately connected to their families so teachers need to foster strong relationships with families and communities and draw upon these strong relationships to provide culturally appropriate programs. Learning and teaching programs must be responsive to children's continuing growth and development.





K P Statement

The Kindergarten and Pre-primary Statement sets out the expectations for the development of high quality Early Childhood learning and teaching environments in Western Australia.

All Western Australian children have a fundamental right to high quality early childhood programs in Kindergarten and Pre-primary.

Kindergarten and Pre-primary programs assist in the development of competent, confident and creative learners who grow to become responsible citizens. Children have a fundamental right to access high quality programs, environments and pedagogical practices that acknowledge and respond to each child's uniqueness in the way they develop, grow and learn.

High quality early childhood programs for Kindergarten and Pre-primary in Western Australia are informed by National Frameworks tailored to community contexts.

Educators use the Early Years Learning Framework, the Western Australian Curriculum and their own professional knowledge to develop high quality early childhood programs that are aligned with whole school plans and initiatives and tailored to community contexts. These programs take advantage of relevant research evidence and are refined and enhanced through reflection, analysis of data and ongoing professional learning. Educators have high expectations for all children's learning and demonstrate understanding of content and pedagogy of the Early Years Learning Framework and the Western Australian Curriculum, and the relationship between these documents.

Kindergarten and Pre-primary children continue to develop effective learning and life skills through high quality early childhood learning, teaching and assessment practices.

Children in these years continue to build foundations of effective communication (including Information Technologies), literacy and numeracy and are introduced to key ideas and concepts of other learning areas. Building effective learning and life skills require cognitive skill and strategies, social and emotional competence, cultural competence, physical and personal development and creativity to be addressed.

High quality programs complement and motivate children's natural curiosity, sense of fun and zest for learning. Educators provide opportunities for children to learn through an orchestrated balance of play, deliberate and intentional teaching and spontaneous experiences and interactions. Curriculum experiences are active, engaging, challenging and connected to children's lives. Children are encouraged to make decisions and take risks in learning, show initiative, make choices, reflect, problem solve and persist. Kindergarten and Pre-primary indoor, outdoor and temporal environments are used to enrich learning and reflect effective early childhood pedagogy for children of this age.

Educators' knowledge and ongoing assessment of each child's achievements, interests and dispositions are used to build on children's learning. They use assessment data to differentiate the curriculum to provide equitable learning outcomes for all children. Learning intentions are made clear to learners and educators encourage children to reflect on their learning and ways to improve. Educators monitor and evaluate children's learning, develop programs and, if required, access appropriate support to help individual children achieve their potential.

Kindergarten and Pre-primary children have a positive sense of identity and wellbeing.

For children to build a positive sense of identity, considerations of belonging, being and becoming are evident in programs. Educators support children to build respectful, reciprocal relationships that promote a strong sense of social and emotional wellbeing and assist them in working productively with others. Wellbeing is sustained through effective transition processes that support children in moving from home and children's services to Kindergarten and Pre-primary and the wider school community.

Collaborative partnerships and effective relationships in Kindergarten and Pre-primary make significant contributions to children's learning and development.

Educators acknowledge parents as children's first educators and involve families in supporting children's learning and contributing to the program. In Kindergarten and Pre-primary, collaboration and participation are important elements in sustaining parental involvement in children's learning. Effective partnerships with stakeholders that support children's learning and development are built on common goals and expectations, clear communication and mutual respect.