



Play Discover Learn

Our play-based learning philosophy

Transition to school

Our high quality play-based programs are based on current research and planned by experienced and qualified early childhood teachers and educators. Play-based programs incorporate choice for children and enable them to experience many of the elements that are important at school. These include developing understandings about:

- ▶ What happens in a day – understanding time frames
- ▶ Patterns of interaction – with adults and with children
- ▶ Expectations – knowing what educators, parents and other children expect
- ▶ Independence – making decisions, using initiative
- ▶ Self regulation – making judgements about their own needs and responses
- ▶ Planning – choosing experiences, planning how to approach tasks

Learning for life

KU strongly values the importance of inquiry and play-based programs that provide a range of intentional and meaningful experiences for each child.

Our qualified teachers and educators plan strategies that build on children’s strengths and individual interests.

The learning that occurs can be informal, gained as children talk, explore and try out different ways of doing things or it can be intentionally planned.

Intentionality is when educators actively promote children’s learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills and knowledge building.

Play-based programs also assist children with their transition to school.

Dispositions for learning

Through play-based programs, children learn “dispositions”, or ways of approaching tasks and activities. These guide their learning well beyond their early years. Without positive dispositions, children may learn a wide range of skills and acquire a great deal of knowledge, but may choose not to apply these.

Play-based programs promote positive dispositions, such as:

Persistence

Revisiting an activity, continuing until completion

Curiosity

Seeking to understand, to question and explore

Perseverance

Sticking to a task or activity even when things do not proceed as expected, or when things go wrong

Helpfulness

Assisting others in tasks or activities

Taking responsibility

Assuming a role to see a task through and helping others

Approaches to learning

Using nationally approved learning frameworks, children are guided in their learning and play to:

- ▶ Have a strong sense of identity
- ▶ Connect with and contribute to their world
- ▶ Achieve a strong sense of wellbeing
- ▶ Become confident and involved learners
- ▶ Be effective communicators

Interacting with others is a core feature of our play-based programs.

Through their play, children develop relationships with others and learn respect and acceptance of each other and their environment.

To interact effectively, young children need to observe and practice communication, negotiation and compromise. They also learn to identify and adopt different ways of interacting, respecting others' views, developing relationships and resolving conflict.



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