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| Safe and Supportive Learning Environments at Isabella Plains Early Childhood School |
| ***We believe that:*** |
| *All children are unique**Children are capable and competent**Children are at the centre of all we do* | *Children learn through doing**Productive partnerships between home and school are essential* | *Educators employ evidence based practice**Educators work as collaborative teams* |
| **What does this mean for children?*** Children have the vocabulary to name their feelings
* Children experience a sense of place and belonging
* Children have strategies to regulate their feelings and emotions
* Children’s work is relevant and purposeful and reflective of current learning eg. displays are rotated throughout the year.
* Children have choice and the opportunity to follow their own interests during indoor and outdoor learning
* children have a voice and co-construct their learning
* children engage in learning that is developmentally appropriate
* children and educators collaboratively develop class agreements that help support safe and healthy learning environments
* All children can access quiet spaces when required
* Children have an understanding of their place in the world and the place of the people around them
* Children have relationships with multiple trusted adults
 | **What does this mean for educators?*** we are responsive to children’s needs
* educators use an evidence based approach to design learning environments
* we engage in restorative practices with children
* educators invest time in building respectful relationships
* provide intensive, individualised support for children that require additional support in an appropriate and timely manner
* staff select resources that promote inclusion and diversity and ensure all children can access those resources
* educators take the initiative to develop relationships with families and value that partnership
* intentionally develop children’s social and emotional skills
* we collaboratively develop and explicitly teach class agreements
* we are trained in Kidsmatter
* we keep data and evidence on children’s social, emotional and physical development
* we follow directorate policy and procedure in relation to responding to children’s wellbeing
 | **What does this mean for families?*** All families are treated with respect and dignity.
* Families are part of an inclusive and engaged school community
* Families are supported to access a wide range of services
* Families have access to spaces, workshops and events that further develop their knowledge of children's social and emotional development
* Sharing of information is reciprocal between families and educators to best support the child.
* Parents are partners in teaching and learning
* Communication with families is reciprocal and undertaken in a timely manner and employs a range of communication such as phone, face to face and email
* Confidentiality is maintained.
* Families are confident that their children are being nurtured, cared for and are thriving while at school
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| **What are the outcomes of safe and supportive learning environments at IPECS?*** positive and engaging environments
* children develop social skills and resilience to thrive and lead fulfilling, productive and responsible lives
* increased communication and ownerships of processes and procedures for all school community
* increased participation and engagement with the school community involving parents
* maximise student outcomes through meeting individual needs
* promoting positive mental health and wellbeing for all children and their families
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