

# Bush Kinder

Learning beyond four walls and the perimeter fence

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# Get Out

For too long educators and children have been limited. They have stayed unnecessarily confined within the four walls and perimeter fence of their registered space.

- Recognise the benefit of “getting out”
- Understand that “getting out” can be supported by National Frameworks and Regulations
- See examples of children getting out, engaging with and being active participants in the community

# Step 1 Get outside the building

- Being outside benefits children
- Children who spend more time outdoors in nature are happier, healthier, stronger, smarter and more social.  
[White, R 2004 Young Children's Relationship with Nature]

# Step 2 Open that gate and get out

- Being out in the wider community benefits children. Effective education involves the whole society - families, work places and the community all help to stimulate and develop children's ability to learn and understand. [Bentley, T 1998 Learning beyond the classroom]
- When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development. [Ofsted 2008 Learning outside the classroom]
- Having children out in the wider community benefits our society [Blank M, Melaville A and Shah B 2003 Making the Difference Research and Practice Community Schools]

# There is a community out there

- “Children are connected with and contribute to their world” [Belonging, Being and Becoming, EYLF Outcome 2]
- Build relationships and engage with the local community [Element 6.3.4 National Quality Standard]

# Bush Kinder

- “The Westgarth Bush Kinder Pilot Project has exceeded all expectations. Children, teachers, parents and community have evolved with the program.....Bush Kinder has positively challenged and extended them”

[Elliott S & Chancellor B 2012, Westgarth Kindergarten Bush Kinder Evaluation Report]



# Bush Kinder

- The children of Westgarth Kindergarten spend at least 3 hours a week in a public parkland as an important part of their total learning experience.
- The children are in an open community space
- No fences - anybody can pass through and past the bush kinder learning space
- The children are immersed in community

# Meet “Son”



I acknowledge the Wurundjeri People of the Kulin Nations as the traditional custodians of the land upon which I live, work and learn.

[bushkinder@gmail.com](mailto:bushkinder@gmail.com)



# Meet “Maria”



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m

# Meet "Steven"



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# Meet the Rangers



I acknowledge the Wurundjeri People of the Kulin Nations as the traditional custodians of the land upon which I live, work and learn.

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# Meet



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Thank You