Bush Kinder

Learning beyond four walls and the perimeter fence

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

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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]

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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]

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“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”

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

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

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Meet “Maria”

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

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

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Thank You