

Windows into our World through Story Park:

"Education is everyone's business"

"It takes a whole village to raise a child well"

Our digital sharing platform, Story Park, is up and running with glimpses into each learning cluster across the whole school. Families and staff should get notification via their email every time a new story is posted. We have intentionally created a whole school 'window into our work' so that all our families can connect with learning and experiences across the whole school. If you are not receiving notifications, please see Lisa in the MCC or lisa@childdesideschool.wa.edu.au. Please make sure that both parents have access if they have different email addresses and wish to both view these learning logs. Lisa will need you to email her the relevant email addresses to make life simpler for her.

Shared terminology:

BPEA= Big Picture Education Australia (which underpins our design, principles and practices)

EYLF= Early Years Learning Framework- Fundamental to the Framework is a view of children's lives as characterised by **belonging, being and becoming**. EYLF Learning Outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

ECC= Early Childhood Cluster (comprising of K- year 3 with Leonie and as the Core Continuity Educator to provide children continuity and cohesion, Vicki as support educator)

MCC= Middle Childhood Cluster (comprising of year 4-6 with Sarah as Core educator)

YAC= Young Adolescent Cluster (comprising of year 7-9 with Lisa as Core Continuity Educator and Vanessa as the STEM Educator, Clair as BPEA active and applied learning educator)

STEM= Science, Technology, Engineering and Maths integrated real world immersion learning requiring knowledge and reasoning to create, solve, develop, respond to multilayered complex situations

LTi= Learning Through interest investigation projects (YACs)

Big Ideas BI= integrated curriculum, real world immersion, active and applied learning investigations underpinned by 'big' ideas (unifying concepts) that are important to communities world-wide (ECC and MCC)

Learning playscapes= intentionally designed indoor and outdoor zones which respond to curriculum, children's interests and 'experiential gaps' (eg: many children have not been inside a bank, bakery, post-office, vet etc and often only base their knowledge from digital sources). Playscapes are planned, researched (blast into books and Living Books) organised, worked in and reflected upon with children (ECC)

Learning Cycle= plan, act, reflect

Living Books= People (most often those in our own community or who have links to our community) who can be checked out of Life's Library to share their experiences, ideas, successes, trials and tribulations, skills, knowledge and their passions with the children and educators as part of authentic, applied learning and real-world immersion. They inspire, mentor, teach, upskill, network, demonstrate, generate curiosity and appreciation.... They bring the world to us and provide another voice and window to enrich education.

Story Park Statement:

Story Park is our school's chosen digital platform to describe the varied and complex work of the learning community (which includes both children and staff) and make the learning intentions and our context observable. This is in order to encourage families to engage in face to face conversations with the educators and their own child and offer themselves as Living Books or their network as resources. This in turn, will help families' alignment and commitment to the ethos and work of the school and to value the importance of the shape of the day/week and term. Story Park is primarily a response to every parent's lament: "What did you do today?" - "Nothing!"

The purpose of Story Park in the Child Side context is multifaceted. It is designed to be used on many levels but the priority is making our work visible to families, in particular for educators to unpack what kind of teaching we do for what kind of learning, as this is significantly different from most families own schooling experiences and other models of schooling currently available. Story Park entries are designed to be photo/image rich and to be family- friendly, employing the 'drip, drip, drip', percolator approach to sharing our vision and purpose in action. They are also designed to develop reader/audience appreciation for the complexity of the work children undertake and the professionalism and dedication of staff to the Child Side approach. The audience for Story Park includes:

- **Currently enrolled families at school** - to facilitate long term understanding of our principles and practices and develop shared understandings and vocabulary to engage in supporting children as part of their authentic learning team. This changes the dynamic of the 'traditional' relationship between children, educators and families. Story Park is a story board around the community rather than around their own child, it enables families to see and value the long-term opportunities from K-10. It provides a potential spring board for family conversations and making connections outside of school.
- **The Senior Educator** – to inform in order for the Senior Educator to help provide support and resourcing, to keep across the BPEA As of learning around the school's pedagogy, especially as an assurance to keep learning: active, authentic, applied with academic rigor embedded in the children's activities. To support and enable all educators to 'walk the pedagogical talk.' To ensure a well-rounded, active curriculum which is accessible and relatable to the children. A collegiate accountability tool providing evidence of alignment with our pedagogy and understanding of curriculum.
- **All Staff**- to keep us 'on the same page' and able to contribute and connect with what is going on across the whole school, becoming part of each other's support and collegiate network. To help engage with children from other clusters and develop continuity and cohesion across the clusters in terms of integration of the whole Child Side curriculum.
- **The Leadership team**- to provide real concrete examples to discuss with staff, parents, children, prospective new families, registration panels, our partnerships such as Manea Senior College, John Hogan etc. To support staff to have what they need to 'walk the talk'. To consider curriculum application on a macro level focusing on continuity and cohesion across K-10. This aspect is widened to our independent education consultant who accesses Story Park to keep informed and assist staff when preparing shared understandings (continuity and cohesion) around philosophy, principles and practice, curriculum audits, operational plans, the QIP etc... which happens each term during allocated school development days.
- **The Governing Council members**- to be informed of the practical aspects involved in education in our context and see the planning and complex layers come alive. To be able to understand 'education speak' and develop the capacity to ask 'good questions' to ensure that children are engaged in a quality, credible education to fulfil both the requirements of our registration and Child Side School's unique consistent, pedagogical approach across the whole school K-10. GC members are required to keep up to date with

Story Park before every GC meeting and have the opportunity to ask questions and for clarification during the education report at each GC meeting.

- **Playgroup-** To help playgroup families see the learning behind the busy day and how learning is approached at Child Side and helps them identify and connect with the school community.
- **Invited individuals-** individuals are invited by the leadership team to access Story Park to initiate and sustain dialogue around our context. For example: Manea Senior College, AISWA representative,

Educators prepare regular Story Park entries which are submitted to the Senior Educator for editing, enrichment, considering continuity and cohesion with the audience needs and intent of each entry. The Senior Educator is responsible for publishing each story.

What Story Park is NOT:

- Not an individual story about each child
- Not a progress report
- Not a 'showcase' of extraordinary examples
- Not a list of curriculum outcomes or full of curriculum jargon
- Not a photo album with captions and highlights
- Not basic recounts of events or series of tasks