Educational program and practice Policy

(Issued October 2011; Reviewed 1/5/12)

Site Vision and Beliefs:

VISION
Clarendon Kindergarten provides a safe, happy, challenging environment, in which children learn and grow. The uniqueness of each child is acknowledged and individual needs are respected. We are committed to being a quality Early Learning Centre in a beautiful tranquil setting where families, staff and community work together for the caring, development and learning of each and every child.

BELIEFS
- Children learn best through play and inquiry based curriculum that is child initiated
- All children respect themselves, others and the environment
- Educators act as facilitators and strive to develop trusting relationships with all children and their families
- Families are consulted about their child's care and learning, being the first and most influential teacher of their child
- The culture and values of all families are acknowledged and respected
- All children are supported to develop a positive sense of wellbeing in order to engage with further learning
- Communication between home and kindergarten is important in maintaining positive relationships

Using Inquiry Based Learning Approaches to achieve EYLF Outcomes
We believe that environments and learning activities that respond to children's strengths and interest are the best sources of motivated learning across all areas of the curriculum, supporting 1) a sound sense of self, 2) being connected to our world, 3) having good wellbeing skills, 4) Being confident and involved learners, and 5) being effective communicators. Hence we use this vehicle to assist children not only to develop their areas of need, but also to develop positive learning dispositions by using the following procedures:

- Children's learning and play ideas are documented which forms basis of Inquiry Based Learning (see foyer displays)
- Programs developed to support Inquiries - rainbows, magnetics, road safety, where does wool come from, plants, our human body...
- Excursion planned or Experts are invited to kindy - science shows, visits to Clarendon P/S kitchen garden, parent experts (Libby & wool unit)
- Resources secured for planned Exploratory activities - magnetic kits, NEC, information books, rainbow activities, veggie soup cooking activities
- Children's prior knowledge and learning journey documented (photos, work samples, learning stories, observations)
- Associated socio-dramatic play activities developed
- Information book / internet searches - visuals developed, songs learned, stories read, big books
- Learning stories documented - group and individual
- Curriculum photo folder developed and available for parents in foyer with weekly slide show

Data Collection - Gathering Information about each child
- Child Profile > what views/goals do parents have for their child
What do I want to learn/do at kindy - Children's Learning ideas from individual/small group work, staff observations and home/centre links

Children's work samples, daily observations, prior knowledge, photos, site data collection tools > what strengths, interests and needs to children display when observed or interacting with staff.

Identifying & Developing Individual and Group Strengths, Interests and Goals

- Develop Individual Learning Plans (ILP) for each child during their first term from our data collection methods > copy to parents for comments
- Parents are invited to participate in a Parent-Teacher Interview at the end of their 2nd Term and Review their child's Individual Learning Plan
- Children's Interests/ideas from Brainstorming/observations (particularly from children in their second term) are used for planning Inquiry Based Learning Projects and learning experiences. Socio-constructivist pedagogies are valued in staff-child interactions.
- Data collection methods above provide input to plan individual, small and whole group learning experiences in accordance with children's ILP, prior knowledge, interests and goals in relation to the 5 learning outcomes in the BBB document. Curriculum displays on Notice board.

Develop Learning Program & Learning Environments, Educator Assessment and Evaluation Methods

- Staff meetings (formal/Informal) to plan for future projects/learning experiences. Eg setting up learning experiences, small or large groups, resources needed. This is documented in our fortnightly centre program, displayed on the foyer display board and in our curriculum folder, for families to view. Families input/feedback, staff observations and children's ILP are all taken into account when planning children's learning experiences
- Identified Inquiry based projects offer child initiated, stimulating and fun learning environment
- Data collected, as above, re children's participation and learning EYLf Outcomes (or as per specified site focus).
- Grouping children in accordance to common individual interests/goals - eg. for 12.30pm small group times, teacher supported small group activities.
- The learning environment provides the children and hands-on experiences, props and provocations that act as a third teacher.
- Play in all it's areas are provided for - sensory, exploratory, social, pretend, opportunities for alone/quiet play
- Educators build secure, respectful and reciprocal relationships with the community.
- Educators strive to provide learning experiences that are developmentally appropriate promote all children's access to learning
- Educators are inspired by the Project Approach and the International Baccalaureate Inquiry Approach
- Educators respect individual families culture heritage
- Educators are partners, nurturers and guides.
- Families and Educators work in partnership
- Educators plan using the EYLf principles:
  - Holistic approach
  - Responsiveness to children
  - Learning though play
  - Intentional teaching
  - Learning Environment
  - Cultural Competence
  - Continuity of learning and Transitions
  - Assessment for Learning

Implement Plans

- Setting up the learning environment and using the resources
- Introduce learning experiences
- Educators model, support and scaffold
Assess and Evaluate Teaching and Learning (planned & unplanned)

- Review children's learning toward Individual Learning Outcomes fortnightly throughout the term (use of child focus groups)
- Reflective staff practices
- Portfolios
- Documentation
- RRR Review

Reporting to families:

Note: Child Portfolios are sent home each term for families to review progress with their child

First Term
- ILP

Second Term
- Second Term Review ILP
- Parent-teacher interview
- Review ILP with parent/carer input

Third Term
- Third Term Revised ILP

Last term
- Summative Report
- Transitional Learning Plan

Site Review of Outcomes

We review our learning journey end of each year when all data is collated and reviewed toward further improvement goals for the site as a whole. Outcomes in all 5 Learning Areas are reported on, and a list of recommendations is provided.

Resources (Kept in Office)

- "Belonging, Being, Becoming - The national Early Years Learning Framework"
- "Belonging, Being, Becoming - Educators Guide"
- Educators use the "Respect Reflect Relate" (RRR) resource as a reference > QUALITY RELATIONSHIPS + ENVIRONMENTS = INVOLVEMENT & WELLBEING
- "DECS Improvement and Accountability Framework"
- NQS Guide and Regulations