

Seacliff Community Kindergarten Educational Program

Children's Early learning influences their life chances. Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning. (Early Years Learning Framework p9)

The educational Program at Seacliff Community Kindergarten is built upon our beliefs, understandings and professional knowledge of the learning needs of young children. We recognize that children come to our centre from diverse backgrounds with understandings, dispositions and experiences that have been developed through their interactions, relationships and experiences within their families and community. Recognition of the child as an individual as well as part of their own unique family and community underpins the planning and development of our curriculum at this centre.

It is important that we recognize, learn about and build the children's interests, understandings and experiences when we plan for them within the kindergarten environment.

The Learning Program at Seacliff Community Kindergarten embraces the principles and practices of the Early Years Learning Framework of Australia (Belonging, Being and Becoming), The Preschool literacy and Numeracy guides, Child Protection Curriculum Guides and current Research on Quality Early childhood education..

We believe and understand that:

- Children are individuals and develop at different rates and in different ways.
- Learning is holistic and the experiences children bring from home must be valued.
- Play provides children with opportunities to learn about themselves, to connect with others and to learn about their world.
- Children learn best when their strengths are acknowledged and their wellbeing enhanced.
- Children are active participants in their own learning and are motivated to learn best when learning is relevant, meaningful and fun.
- Children have a right to be in a safe, caring, supportive learning environment that reflects the cultural diversity of the community and respects their cultural beliefs and values.
- The relationship between home and preschool is important to children's learning.
- Technology is a part of children's everyday lives and is important to their learning opportunities.

The educator's role is to develop an in depth knowledge of each child and to observe, assess, plan, teach and support each child's learning.

The learning outcomes we aim for are:

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

To achieve these outcomes we aim to Work to develop trusting and nurturing relationships with the children and their families.

- Work together in partnership with the children's families and the community to support the children's learning.
- View children as active participants and decision makers and involve them in decision making within their curriculum.

- Develop our learning environment and curriculum so that we foster children's ability to build relationships with others and learn through play.
- Value our educator's knowledge and work to support their learning and development for the benefit of the children.
- Use explicit teaching practices such as modelling, scaffolding, questioning and collaborative enquiry to support their development of learning dispositions and knowledge.
- We plan, implement and review our curriculum, teaching practice and learning environment on a regular and continuous basis.

Children's learning is ongoing and each child will progress towards the learning outcomes in different and equally meaningful ways. Learning is not always predictable and linear, so we plan our curriculum with each child and the outcome in mind.:

A copy of the Early Years learning framework is available for families to view at the centre.

What does our Program look like.

Each term we develop a termly overview of the areas of the National Curriculum Framework we will concentrate on within the kindergarten. Decisions about these priority areas are made following a review of the needs and interests of the current children attending, consideration of the needs of those children who may be starting at the centre and priorities that are important for all children such as, Children's wellbeing and connection to Community, Literacy and Numeracy, Keeping Safe and Healthy Eating curriculum priorities. At this time we link these priorities with the Early Years Learning Framework outcomes to ensure that we are inclusive of all areas.

We assess children's learning documentation and observation records, talk about what we have observed and what parents have talked with us about and review children's individual learning plans. Children are assessed informally and through observation in an ongoing manner during their year at kindergarten. Documentation is shared with families each term.

The staff then develop an emergent plan that connects the outcomes we want with the children's interests and experiences. This is the practical "what might the learning experiences look like" part of our planning. We discuss and plan how we will develop the environment to support the learning and plan the ways teachers will explicitly teach and support the children to engage with the learning.

A priority for our planning is to ensure the learning experiences allow children to grow and investigate their own interests and to work collaboratively with others in learning together. Learning experiences that are flexible and open ended allow children to develop their own learning as well as recognize individual learning styles. Children are best motivated when the learning is relevant and of interest to them. By constructing and co-constructing their own learning (learning with others) children reach a richer and more indepth understanding of their world. Sharing ideas, communicating new ways of doing and thinking and learning through play are some of the ways children build on their understandings of their world.

The program is developed to allow for modification, changes and most importantly children's input.

Some formal assessment may be undertaken to identify children's specific needs eg speech and language, psychological assessment for giftedness or identification of school placements for children with additional needs. These assessments are always negotiated with parents and supported by the Department of Education and Child Development support staff.

The planning at the centre is cyclical with the child central to all that we do. We plan review and do on an ongoing and continuous basis as children's needs, wants and interests change .

What does literacy and numeracy look like?

Learning opportunities in literacy and numeracy are integral to all activities and experiences that we offer. Literacy and numeracy development in young children is best fostered through purposeful play activities with educators being

explicit in the way they interact with the children and the environment to opportunise numeracy and literacy learning on a daily basis. Each year the educators determine areas of literacy and Numeracy Learning that we will develop our skills and knowledge in teaching and undertake action research in those areas to both observe growth in the children's learning but also ensure we are keeping abreast of best practice teaching in these areas. Phonological Awareness and development of the children's oral language and print awareness are important literacy learning areas for the children. In Numeracy we aim to build children's awareness and understanding of Spatial Awareness, Number, Measurement and Data. With the recognition that children develop these understandings through play we ensure that learning in these areas is achieved through pedagogically appropriate practices including, music, movement, construction, collaborative play and exploration /investigation of children's environments.

What can parents do?

Keep us informed about their child's interests, home experiences and areas of motivation.

Respond to children's learning documentation via see saw and in person with the educators.

Ask questions and be interested in your child's day.

Inquire about why we do things as we do.

Recognise the importance of play as children's work. Having fun as you learn together builds strong brain connections and motivation to learn. Talk, sing, compare and challenge them to think and use the language of literacy, numeracy and learning dispositions when playing with them.

"Children and Young children are at the Centre of everything we do"