COLLABORATIVE PARTNERSHIPS WITH FAMILIES

Educators are committed to developing respectful and supportive relationships with families and to support them in their parenting role by being respectful of their values and beliefs about childrearing. Educators, in consultation with parents, will collaborate with other organisations and service providers, as is necessary, to enhance children’s learning and wellbeing.

This is developed through the following activities and behaviours:

- Smiling faces on the staff
- Staff greet children AND adults as they enter the room
- Posters/Notes explaining the educational value of each play area to parents
- Photographs of children engaged in play learning
- Children’s process and product on display – displays changed regularly
- A space dedicated to parent education, rosters, school information etc
- Children’s names/photographs on display
- The EYLF outcomes and principles on display
- Recognition of special events such as birthdays, birth of a new sibling, illness, losing a tooth

PLEASE NOTE that the following practices are contrary to the St Columba’s ECE Principles are will, therefore, NOT be evident in our program

- Worksheets
- ‘Closed’ ended activities that produce 30 of the same end products
- Staff ignoring students or ‘prepping’
- Staff correcting or changing play process or product
- Teacher directed activities
- Displays of work that contain identical products (e.g. thirty ducks)
- Formal learning at desks
- Formal instruction of reading and writing
- Flash cards
- Sight words
- Splitting up friendships between children
- Tracing words/numbers (unless a child requests this)
- Staff doing everything for children
- Children not being allowed to choose
- Children not being allowed to get dirty
- Drills

ST COLUMBA’S SCHOOL
BAYSWATER

EARLY LEARNING PROGRAM

for Pre-Kindergarten (Three Year Olds)
& Kindergarten (Four Year Olds)

Supporting Documents
Early Years Learning Framework
National Quality Standards
The Early Childhood Education Program at St Columba’s Bayswater caters for the development of students in the following ways:

**EDUCATIONAL PROGRAM & PRACTICE**

Educators are focused on developing a program for each child that enhances their learning and development in a manner that promotes a strong sense of identity and wellbeing, so as to allow each child to develop into a confident, involved and effective learner.

This will be evident in the following ways:

- Children participating in daily prayer
- Equal use of the indoor and outdoor spaces
- Numerous play provocations set at table height, floor and standing positions
- A variety of group settings – solitary, pair, small group and whole class activities
- A quiet place/space to withdraw
- A dedicated home corner/dramatic play area that is freely available
- Open ended craft activities where children can produce different results
- A variety of fine motor activities (pre-writing) such as play dough, tongs, sorting, painting, drawing
- A sensory tub/area dedicated to the five senses (for brain neural pathways to develop)
- A variety of fiction and non-fiction literature
- Lots of environmental print
- Clean and uncluttered
- An area for prayer/Godly play
- Regular cooking activities
- Activities and play provocations based on children’s interests
- A variety of open ended toys, rather than toys that are ‘closed’
- Technology such as Smart board, ipads, television, cameras in use

**PHYSICAL ENVIRONMENT**

Educators are focused on developing an environment that is inclusive, promotes competence, independent exploration, respect for diversity and learning through play. In this environment children are provided with opportunities to connect and contribute to their world and to develop into confident, involved and effective learners.

This is developed through the following activities and behaviours:

- A welcoming entrance
- A physical environment that changes regularly to suit the needs and interests of the children
- Environmental awareness through gardening, recycling, reusing
- Space for children to move freely
- Many opportunities for music and movement
- Children making choices about play
- The choice of messy play
- The choice of water and sand play

**STAFFING & RELATIONSHIPS WITH CHILDREN**

The school staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.

Educators are focused on developing secure, respectful and reciprocal relationships with each child, so as to promote a strong sense of identity and respect for diversity. Each child is supported in building and maintaining sensitive and responsive relationships with other children and adults.

This is developed through the following activities and behaviours:

- A welcoming entrance
- Smiling faces on the staff
- Staff greet children AND adults as they enter the room
- Staff engage positively with children
- Staff playing alongside the children
- Short but explicit whole group sessions (mat)
- Time for discussion and interaction with individual students
- Staff getting down to ‘eye level’ with students
- Staff using encouraging and positive language
- Staff engaging in music, movement and play provocations
- Constant reference to language and mathematics in everyday play
- Encouraging and supporting friendships
- Modelling of social language interactions
- Modelling and voicing social skills such as sharing, gentleness, humility
- Allowing children to solve problems or think of appropriate responses in play
- Recognition of special events such as birthdays, birth of a new sibling, illness, losing a tooth