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).

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.

• Aim to keep abreast with current best practice and incorporate this into the delivery of the kindergarten curriculum.

• 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.: 

For more information about the Early Years learning framework please see [www.deer.gov.au/earlychildhood](http://www.deer.gov.au/earlychildhood) or ask a staff member. A copy of the curriculum framework is also available in the parent library.

**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 the 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.

To do this we: look at children’s learning stories and observation records, talk about 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. Samples of work are kept, observations documented and learning stories written and shared with families and children.

The staff then program on a fortnightly basis to determine the learning experiences that will support these areas. 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 assist the children to engage with the learning.

At this time we discuss individual children’s needs as well as look at what resources we need, how we can involve the community in our learning and plan excursions etc. Staff also plan the ways we will communicate the learning to parents and offer them opportunities to be involved in the learning.

Teachers write learning stories for children. These are stories written about what the children are learning and what we see while the children are at kindergarten. These stories link with the curriculum learning areas and help the staff to connect with and talk with children and parents. Importantly they also help teachers to plan for the needs and interests of the children and look at their own teaching practice.

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. Parents are encouraged to look at the centres assessment and Reporting Policy for details of ways we assess and report on children’s learning.

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 rather than paper exercises and worksheets. While we do provide some explicit instruction in both literacy and numeracy, we focus on providing learning experiences that develop the children’s knowledge in oral language (eg talking, listening, communicating with words), phonemic awareness (eg understanding sounds, rhyming, patterns of speech), visual acuity (eg identifying similarities and differences, visual discrimination etc) pattern awareness (following and creating patterns) and physical development (eg developing strength that leads to good pencil control). Through play and often the involvement of the educator children are encouraged to count, measure, talk, speak, discuss, create new patterns, scribe stories, practice drawing representational pictures etc. etc. etc. these are all prerequisites for confident readers, writers and mathematicians.

What can parents do?

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

Add to our Interests Board any things that you have been doing with your child or things they are motivated to achieve.

Raise any concerns or ideas they have for supporting their child’s learning.

Tell us things they have noticed their child has learnt.

Keep an eye on the newsletters and notice boards for information about the priorities and learning areas and if possible contribute to the learning by helping, bringing in things, talking with their child about what happens and is about to happen at kindergarten.

Ask questions about why we do things and support the things we are trying to achieve at home.

Most importantly have fun with their child as they learn. Recognize their efforts and take interest in what they do and say.

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