



Kindergarten Handbook



green leaves
EARLY LEARNING

Contents

OUR VISION FOR CHILDREN'S LEARNING	3
OUR ROLES AS LEARNING PARTNERS	4
WHAT YOUR CHILD WILL LEARN	5
OUR KINDERGARTEN CURRICULUM	5
STORYPARK	7
TRANSITION STATEMENTS	7
WELCOME TO OUR KINDERGARTEN	8
FREQUENTLY ASKED QUESTIONS	9



Our vision

FOR CHILDREN'S LEARNING

Transitioning to school starts long before day one. Our Kindergarten program actively facilitates foundational opportunities through an innovative Kindergarten curriculum encompassing academic skills and broader school readiness opportunities which include self-regulation, self-care, sensory processing, executive functioning, social skills, emotional development and fine motor skills.

Latest research conducted by Melbourne University suggests that children will develop and learn more rapidly during the first five years of life. This indicates children's most critical learning capacities develop prior to children commencing school. Therefore, the introduction of early education and care supports strong foundations for later in life. We understand this is a crucial time for learning. At Our Early Learning Centre, we recognise the important role in which high quality teachers and the learning environment contribute towards the development of foundational social, literacy and numeracy skills. As research also indicates, these key skills play a pivotal role in a child's successful transition to formal schooling.

Our Kindergarten and School Readiness program, led by a Bachelor Qualified Teacher, is tailored to complement your child's natural learning style and to nurture their individual interests and needs. Our state of the art Kindergarten learning hubs are well equipped with engaging educational resources, including age-appropriate interactive technology, designed to enhance the overall learning experience.

Here at Green Leaves Early Learning we are laying the foundations of learning, our children of today are our leaders of tomorrow.



At our Early Learning Centre,
the uniqueness of each child is at
the heart of everything we do



Our roles as Learning Partners

Families as Partners	The Role of a Teacher
<ul style="list-style-type: none">● Families are the child's first teacher and most important teacher● Family members are viewed as partners, collaborators and advocates for their children● Open and ongoing communication between home and our centre is an expectation● Opportunity to be involved as a classroom volunteer, or community resource person is welcomed	<ul style="list-style-type: none">● Forms relationships of trust and respect for each child as an individual● Identifies children's interests and individual learning● Provides provocations and stimulating environments● Supports children's documentation through representations, writing, photography and drawings● Identifies and celebrates children's strengths and achievements, goals and areas to build on● Celebrates and showcases children's learning● We are the facilitators of learning

Relationships & Interactions

Research shows relationships are central to children developing acceptance, self-esteem and higher functioning thinking skills that contribute to positive learning and life outcomes (Source: ["KidsMatter" Early Childhood](#) – a national mental health initiative for Australian early childhood education and care services).

- Relationships are the core of our program.
- We support and facilitate all relationships with:
 - Children
 - Their families
 - Each other
 - The community
- Relationships are developed over time and will flourish with the following:
 - Trust
 - Commitment
 - Respect
 - Understanding individuals in their own world
 - Communication
 - Empathy
 - Equality
 - Authenticity



What your child will learn

AT KINDERGARTEN

Our Kindergarten Program is based on the Early Years Learning Framework (EYLF). We deliver an emergent curriculum that incorporates the Early Years Learning and Development Framework which supports the premise of play-based learning. The following five broad learning outcomes are identified in the EYLF:

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

Our Kindergarten curriculum

WHAT YOU CAN EXPECT

Cognitive Skills

Every child is provided the opportunity to investigate, plan, problem solve and reflect by working both individually or within a group environment. We encourage this by using open-ended resources and materials such as puzzles, group experiences, trial and error investigations, memory games and educational programs utilising information and communication technology.

Cultural Competencies

Equity, inclusion and diversity underpin the learning and environments provided to children at Our Early Learning Centre, through recognition of children's own cultural identity being the first step to becoming culturally confident, our curriculum then is designed to develop children's competency further in partnership with families and the local community.

By using a variety of multicultural mediums incorporated in our learning hubs, it enables children to develop a sense of belonging and awareness of cultures within our society. We embrace and encourage family participation throughout the centre to facilitate developing an understanding of the cultures within our service community.

Literacy

Our Kindergarten Program incorporates cultural and language experiences enabling children to explore the different languages from a diverse range of cultural backgrounds.

Within the Kindergarten Program, language and literacy is child led and focused on foundational skills such as expressive and receptive language, comprehension of executive functioning, phonic, and phonological awareness.

Your child is guided through formal and informal learning, large and small group learning sessions, and individual learning. This learning is explored using experiences incorporating art, science, written word games, educational technology-based programs and more.

Mathematics & Numeracy

Within the Kindergarten Program, Math and Numeracy are taught through a variety of diverse mediums. We encourage our children to learn via educational experiences in a play based environment. Group encounters such as stories, music, counting activities, and intentional teaching, allows us to apply these vital skills within everyday life experiences.

Physical Play

Gross motor and fine motor skills are enhanced through educational experiences, intentional teaching opportunities, and child-initiated activities.

We encourage children to develop their fine motor skills through a variety of planned and spontaneous experiences. These experiences are facilitated in our learning hubs which are designed to provoke children's sense of inquiry.

Science & Technology

Our Kindergarten children have the ability to explore and learn about the world as part of our practical science experimenting. We take inspiration from the STEAM program (Science, Technology, Engineering, Arts and Mathematics), a National School Program that has been incorporated within the Early Years Environment as well as Primary and Secondary Schooling. This includes:

- Using the Interactive Smart TV
- Exploring with the iPad through educational programs
- Conducting experiments
- Exploring various topics such as the human body, senses, environment, reactions, space awareness and more

Social & Emotional Skills

In Kindergarten, we believe it is important to build and maintain positive interactions when developing relationships. We believe the environment is the third teacher, therefore, our classroom is designed to naturally allow children to play and explore, interact and socialise together, providing them with the ability to learn and develop key life skills.

Group activities and individual activities provide provocations for children to explore and learn through stories, class discussion, and plays. Our children learn basic conflict resolution and emotional intelligence by working in pairs, small groups and large groups. Our educators promote positive interactions with children to facilitate and enhance their social and emotional wellbeing.

Sustainability

Our curriculums are guided by sustainable practices to enhance children's understanding and knowledge of the world. The children are involved in caring for and nurturing their own gardens, and worm farms, whilst learning the importance of composting and recycling. Experiences are embedded in various environments to facilitate children to develop respect for the environment and to contribute to a more sustainable future.

Storypark

We are committed to building strong and long-lasting connections with our families, and therefore, our families will have access to an interactive communication platform. This enables families to contribute towards their child's continuous learning journey with us. This communication style provides a sense of belonging to all families and children throughout the service.

Throughout the year the Teacher will share information in many ways about how your child is progressing. We aim to make families part of the learning and how we achieve this is by offering our Storypark app which helps you stay in touch with your child's day. Teacher and Educators can send you real-time updates, including photos and videos to your phone or tablet. Further Features and Benefits include:

- Updates come right to your phone
- Collaborate with your child and the Teacher to expand the learning
- Receive updates linked to curriculum to track school readiness

You will always feel connected to your child's learning.

Transition Statements

At the end of your child's Kindergarten year you will be provided with a summary of your child's learning and development. This is known as a Transition Statement, and is a very useful document for your child's teacher to get an understanding of how the child is progressing across all development areas. You can contribute to your child's transition statement by providing information such as:

- 1 What is your child looking forward to doing at school?
- 2 What would your child like to know about the school they will be attending?
- 3 What do you think might help your child settle into school?
- 4 Is there any additional information you would like to provide about your child?

Your child can contribute by completing statements such as:

- 1 At Kindergarten I really like...
- 2 I think I am really good at...
- 3 Sometimes I might need help to...
- 4 I would like my new Teacher to know...



Welcome to our Kindergarten

If there is anything else that you would like to know please do not hesitate to come and see our Early Childhood Teacher, Educational Leader, Administrator or Centre Director.

We appreciate all feedback.

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One of the most significant responsibilities that early childhood professionals have is to support children to retain the sense of awe and wonder that they are born with, to add to that a desire to nurture and protect what is beautiful, and to encourage them to appreciate that there are many possibilities for honouring life and wonders that the world holds.

Stonehouse, 2006 p. 76, 77

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Frequently asked questions

1 How much does the Kindergarten Program cost?

Fees are subject to your eligibility of childcare subsidy. Please enquire at the Centre, and we will happily provide you with a quote. Our fees are all inclusive which include hats, qualified Chef-prepared nutritious meals and snacks, and extra-curricular activities including incursion and excursions.

2 Is my family eligible for government support?

To find out if your family is eligible for government support, please contact *The Department of Human Services Office* by phoning [13 61 50](tel:136150). Alternatively, can find more information here: humanservices.gov.au

3 How many hours each day does the Kindergarten Program operate?

Our Kindergarten Program typically runs for 7.5 hours. The benefit of our Early Learning Centre is the Long Day Care hours, which offers care for children before and after the Kindergarten Program hours. Please contact us for specific Kindergarten Delivery Program hours. You can refer to the Program displayed in the foyer for all details.

4 How do I enrol my child?

Please call and make an appointment to visit and meet the Early Childhood Teacher and Educators at our Centre and find out more about our Kindergarten Program.

5 How do you “teach” my child. Do you just play games?

Children aged 0–5 learn individually through play and experiences. Through observations and conversations, children’s interests are documented to develop and deliver a play based early learning curriculum. The tradition of children sitting as the teacher “teaches” has been proven to have no benefits for children.

6 How do you get my child ready for school?

Our planned learning experiences incorporate Science, Technology, Literacy, Arts and Numeracy, which gives children the ability to understand, measure, explore, experiment and learn whilst in a fun and engaging environment.

We prepare children by setting foundational skills to ensure successful transitions to formal schooling. Further extra- curricular activities for example sports and yoga are embedded within our curriculum. We also make connections with the local community to strengthen our school readiness programs, which can include visiting a local primary school, local library, aged care homes, museums and more.

7 The school wants my child to _____. But you don’t do this, why?

We have a national curriculum framework that guides what we do and how we do it. With the support of the framework each child is working towards meeting the 5 Learning Outcomes previously advised at the beginning of this handbook. If this does not align with school’s expectations, we aim to work with families in setting achievable goals for their children.