

KEARNAN COLLEGE



EARLY CHILDHOOD EDUCATION CHARTER

Revised 1st February 2019

CONTENTS

	PAGE
Vision Statement	1
We Believe...	
Play Based Learning	
A Unique Child	
Partnerships and Relationships	3
Curriculum	3
EYLF Planning Cycle	4
Environment	5
Healthy Eating	5
Assessment	6
School Organisations	7
What Does Learning at Kearnan College Look Like	7



EARLY CHILDHOOD EDUCATION CHARTER

VISION STATEMENT

All people are made in the image and likeness of God.

The Kearnan journey starts with our Mission which is influenced by our founders, the Sisters of St Joseph. It is enduring and declares our core purpose as a College. It serves as our inspiration for our actions, decisions & ultimately our legacy.

Kearnan College comprising of students, staff, parents, St Joseph's Parish and the wider community, seeks to acknowledge the fundamental dignity of each individual.

Together we seek truth in our relationship with God, in ourselves, with each other and with the environment.

We aim to ensure each individual is inspired to reach their full potential, to think, to learn, to achieve, to care, to serve.' (Kearnan College Philosophy)

WE BELIEVE:

- That, as a child's first educator, parents are an integral partner in their child's learning.
- In considering the needs of the whole child and acknowledge the interrelationship of the language, cognitive, creative arts, physical, social and spiritual programmes that we provide.
- In providing a safe and nurturing early learning environment which caters for all needs through a differentiated curriculum. We aim to provide stimulating and engaging learning experiences.
- In the importance of oral language in the development of the whole child and acknowledge that this is an area of high importance that underpins all learning.
- That play based learning fosters creativity of thought, imagination, strategies for problem solving and the development of divergent thinking ability.
- In providing a programme that is sequential, explicit, self-reflective and allows for skill and concept development. Planning is a cyclical process based on the changing needs of the children in our class.

PLAY BASED LEARNING

'Play based learning is a context for learning through which children organize and make sense of their social worlds, as they engage actively with people, objects and representations'. (DEEWR, 2009, p.46)

In Pre-Kindy play involves active exploration of materials, environment and building social relationships.

Kindy play fosters and provides opportunities for children to independently investigate their world. Educators respond to the childrens' ideas for play, allowing for the development of skills and knowledge through guided and spontaneous exploration, independent and social negotiation, safe risk taking and making meaning of their world.

Pre-Primary play influences children's continued motivation, sustained interest in the experience and what they learn. It provides the context in which language, literacy and numeracy skills are developed and curiosity and persistence are encouraged.

In Year One, we use play based learning to support the Western Australian Curriculum by allowing children to expand on teacher directed skills in a variety of hands-on, purposeful experiences.

In Year Two, play based learning is using manipulatives, providing investigative experiences, individually creating, sharing, and socializing which supports all Western Australian curriculum requirements.

A UNIQUE CHILD:

'The starting point for all curriculum decisions will be the students themselves and their individual needs (we) seek to promote integrated personal development (that) relates curriculum content to students' real life situations'. (Bishop's Mandate).

- We believe that every child can learn and we aim to be proactive in meeting student's needs through early intervention programmes and other relevant support structures.
- We value the development of each child's resilience, initiative and independence.
- We work towards developing a child's intrinsic motivation and their enthusiasm for life-long learning.
- We embrace each child's cultural heritage and use this to celebrate the diversity within our community.

PARTNERSHIPS AND RELATIONSHIPS:

At Kearnan College we recognise and value the relationships between home and school, the community and St Joseph's Parish. We aim to have effective, open and honest communications between relevant stakeholders.

We understand that parents are children's first and most influential educators and we value the contribution they make. We aim to create an environment where all parents and families are welcome and are encouraged to participate in school events.

We do this through:

- Parent information evenings and celebrations.
- Individual parent interviews and being available for ongoing conferences as required.
- Quick and spontaneous interactions and communications with parents and families.
- Parent assistance in the classroom.
- Inviting parents to actively participate in purposeful learning experiences e.g. Options Programme
- Masses, liturgies and morning teas.
- Assemblies

CURRICULUM:

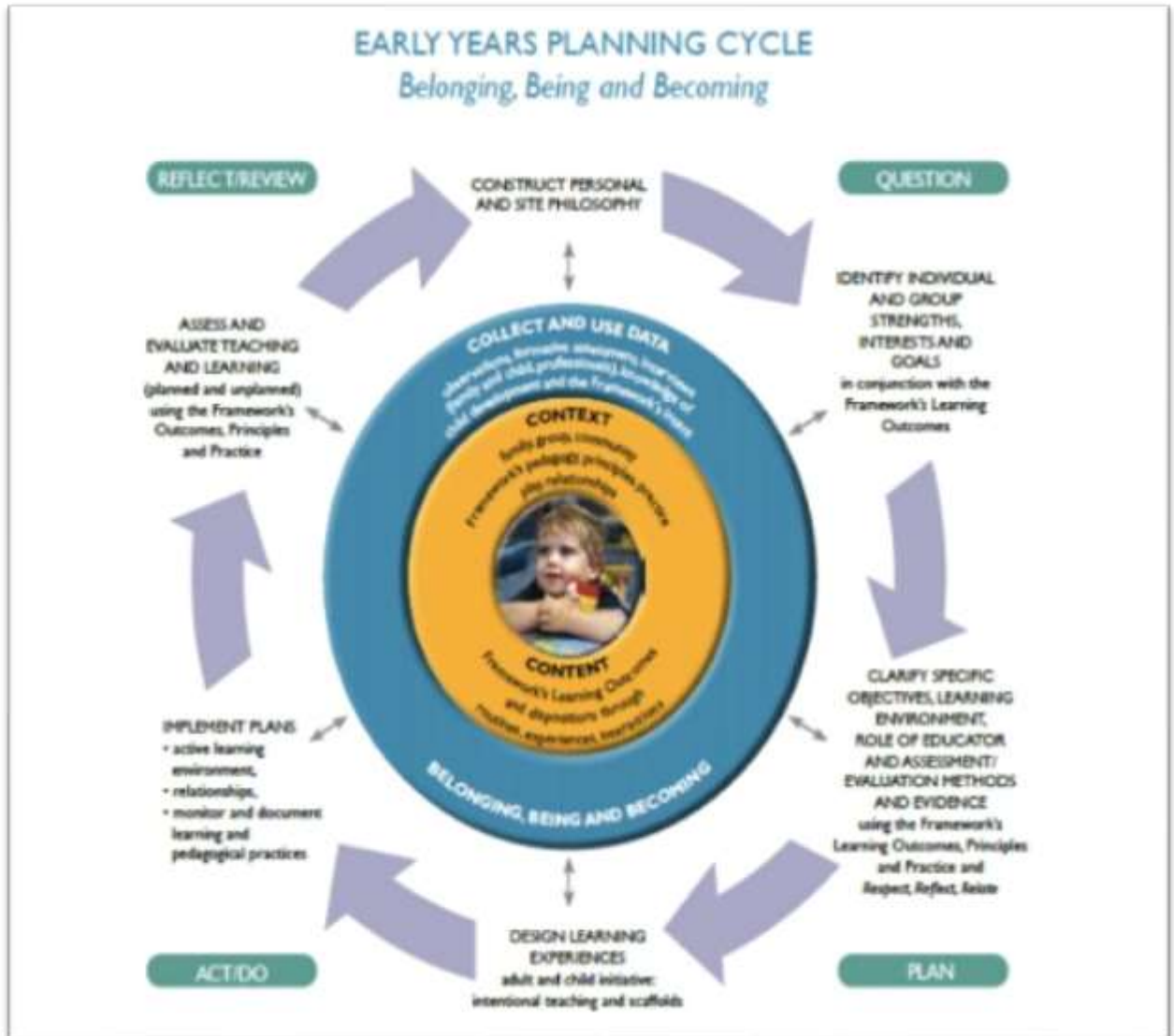
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EYLF PLANNING CYCLE

ENVIRONMENT:

Our early year's environment provides play based, child centred learning experiences for all children in Pre-Kindergarten, Kindergarten, Pre-Primary, Year One and Year Two. Children's needs and interests guide the provision of our learning spaces.

We provide:

- Welcoming spaces and colourful, interesting displays.
- Programmed indoor and outdoor learning activities
- Developmentally appropriate and safe learning equipment.
- Open-ended complex materials that can be used in different ways to engage children and facilitate different types of play (eg: exploratory, adventurous and investigative).
- Opportunities for creative and artistic endeavours and individual pursuits both indoors and outdoors.
- An appropriate balance between play based learning and more structured learning experiences in all classes up to year two.

HEALTHY EATING:

At Kearnan College, we support the development of healthy, growing bodies by encouraging the children to bring healthy lunch food and snacks.

We teach the children that their bodies need fruit and vegetables, bread and pasta and lots of water. We discourage lollies, chips and sugary drinks.

Parents are supported to provide a broad, healthy diet for their children.

We have a strict NO NUTS policy due to allergies.



ASSESSMENT:

Assessment is formal and informal, formative and summative. Assessment is reviewed regularly to determine its appropriateness and effectiveness.

	FORMAL (Standardised)	INFORMAL (Curriculum Tools)	PARENT FEEDBACK
KINDY	Screen of Communication Skills Brightpath	Observations & Checklists – maths, literacy, fine and gross motor Anecdotal Records	Portfolio linked to outcomes Student summary
PRE- PRIMARY	On-Entry Testing Brightpath PM Benchmark	PLD Phonic and Sight Word sequence. Stepping Stones CARS & STARS Checklists Anecdotal Records	Sample books Parent teacher meetings Learning journey Reports
YEAR 1	South Australian Spelling Test PM Benchmark Observation Survey Brightpath PAT – Reading and Maths	PLD Phonic and Sight Word sequence. CARS & STARS Stepping Stones Anecdotal Records	Assessment Books Parent Teacher Meetings Reports
YEAR 2	Observation Survey South Australian Spelling Test PM Benchmark Brightpath PAT – Reading and Maths	PLD Phonic and Sight Word sequence. CARS & STARS Stepping Stones Anecdotal Records	Assessment Books Parent Teacher Meetings Reports

SCHOOL ORGANISATIONS:

Kearnan College offers single stream early childhood classes.

Pre-Kindergarten: 2hours per week Terms 2, 3 & 4 (Parents present).

Kindergarten : 15hours per week.

Pre-Primary to Year 2 : Full Time

The school believes in a dedicated literacy block every morning. We recognise this in the provision of DOTT (Duty Other Than Teaching) timing.

We aim to ensure that our Early Childhood classes are staffed by teachers who are early childhood qualified and/or experienced. Our Early Childhood assistants have a minimum of Certificate 3 in Childcare and, where possible, Early Childhood experience.

Specialist subjects are offered in the early years. All staff are encouraged to employ early childhood philosophies and practices when teaching in our Early Childhood classrooms.

WHAT DOES LEARNING AT KEARNAN COLLEGE LOOK LIKE?

- Children are actively involved in playing and learning.
- Children are talking and questioning
- Teachers are planning and facilitating learning that is derived from their students interests.
- Children are manipulating and exploring their immediate environment and their world.
- Teachers are using a wealth of teaching and learning techniques balancing direct instruction, child directed learning, investigations and exploratory play.
- Teachers question and review their teaching critically incorporating new techniques based on recent research and early years pedagogy. This is supported and encouraged by school colleagues and leaders.
- Children are becoming intrinsically motivated learners supported by their classroom and school structures.
- Children are treated as unique and their creativity, imagination and individuality is cherished.
- Children are challenged to investigate, inquire and problem-solve in order to make sense of their world and develop life-long learning skills.