

ROUTINE

Please note that this routine has some flexibility to effectively meet the needs of the children according to factors such as weather and numbers of children.

- 7.45am Everyone in Junior Kindy
- 8.15am Children transition from JK to Kindy
- 8.45am Morning kindy session begins. Inside or outside play experiences (depending on the number of children present).
Welcome children and families.
- 9.30am Fitness.
- 10.00am Morning tea.
- 10.20am Indoor play experiences
- 11.00am Children encouraged to pack up
- 11.10am Group experiences
- 11.45am Morning session ends. Farewell children.
Lunch.
- 12.25pm Sleep/rest time with quiet story reading.
- 1.00pm Afternoon session begins. Welcome children and families. Outdoor play experiences.
- 2.30pm Encourage children to pack up.
- 2.45pm Group time.
- 3.00pm Afternoon tea groups.
- 3.10pm Indoor play experiences.
- 4.00pm Afternoon session ends. Farewell children from afternoon session.
- 4.00pm Inside play.
- 4.45pm Encourage packing up
- 5.00pm Group time—music & games.
- 5.20pm Everyone in JK.

KINDERGARTEN INFORMATION BOOKLET



Grey Ward Children's Centre
253 Wright Street Adelaide 5000
PH: 8231 9195 FAX: 8231 6285
debbie.mclean480@schools.sa.edu.au

Updated 2018

GREY WARD CHILDREN'S CENTRE PHILOSOPHY

We strive to enrich the lives of the children, families and staff involved within the Centre.

We acknowledge that each child is a unique individual, belonging to a family within our culturally diverse community.

We acknowledge that each child and family brings its own language, customs and beliefs into our Centre, which enrich the life of the Centre.

We provide a warm, stimulating and challenging environment, which responds to individual learning styles, developmental needs, interests and personalities within a caring community.

We extend the nurturing practices of the family, including encouraging children to eat nutritionally balanced meals and snacks and we welcome close parent involvement with their child in the Centre.

We recognise the competencies of children and present opportunities through play in which they can build confidence to approach new experiences and develop life skills.

TRANSITION

Kindergarten

Kindy is an important early step on your child's journey through education, giving them the chance to play, learn, grow and develop. From 2014, South Australia transitioned to 'the same first day' of school for all children. This will be the first day of term one. The same first day of school will mean that every child will have four terms of preschool and then four terms of reception when they go to school. It will also mean a more stable environment for children with fewer changes to groups throughout the year.

If your child is coming from Grey Ward's Junior Kindy to our Kindy, transition will occur gradually with your child making 'visits' to our Kindy over a two week period, or sooner if they're coping well, or longer if necessary.

School

Please read the attached information on school which we hope will assist you when making important decisions about school.

When you know which school your child will be attending, and who their teacher will be, please let us know. We will then be able to compile a school report of your child's skills and interest, for you and the school.

School Visits to your child's school will need to be organised by yourself. This is due to transport issues and the large variety of schools that are chosen by families.

CURRICULUM CONT.

The Kindergarten curriculum focuses on inquiry based play, which is child initiated. The ideas for the program come from your child. The staff closely observe and listen to your child to determine their interests and needs. We programme every Friday afternoon, however our programme stays on display all term and is added to throughout this time. This occurs as it is our belief that children's learning is ongoing, ie. at the end of term a child may still be working through ideas introduced at the start of the term, while others may have moved on.

- * we observe all the children and develop individual learning plans for them as all children are unique, and bring with them individual sets of knowledge which influence their learning. Children's knowledge is influenced by many factors including;
- * stage of development
- * learning style
- * temperament and disposition
- * community and family experiences
- * quality of relationships
- * early childhood educators' competencies
- * the active learning environment

Your interest and input into the programme is encouraged. (ie. suggestions, contribution of skills etc). Please take time to regularly view the programme displayed in the kindy room.

For more detailed information please see Selina or Beatriz.



WELCOME

Welcome to the Kindergarten room of Grey Ward Children's Centre. We hope that you and your child will enjoy your time with us. The staff team aims to work in partnership with you to further develop and enhance your child's skills, knowledge and understandings. This booklet has been produced in addition to the centre booklet, to answer your questions about, and familiarise you with our kindergarten. However, if at any stage you have a query, please feel free to ask the Kindy Educators.

Teachers: Selina Hunter (Bachelor of Early Childhood Education, Bachelor of Social Sciences and Graduate Diploma of Education).

Beatriz de Ruiz Mendoza (Diploma Children's Services).

SESSION TIMES

Morning: 8.45am - 11.45am (Mon - Thurs).
Afternoon 1.00pm - 4.00pm (Mon - Thurs).

There are no Kindergarten sessions on a Friday afternoon. This is to allow Educators an opportunity to program for your child. Back to back sessions are offered. Please see Debbie or Lisa for details of fees.

Please note that these are strict session times. Attendance outside of these times will be charged as care sessions.



ARRIVAL/DEPARTURE

On arrival please sign in your child on the Kindergarten Attendance Sheet located just outside the office, in the hallway. It is also important to hand over information to the Educators, ie. who will be picking up your child, do they need medication etc. Upon departure, please sign out your child on the attendance sheet. When leaving with your child it is vitally important that you make an Educator aware. It makes it difficult for Educators when they are trying to account for children that have gone home!

These arrival and departure procedures are in place not only for fee keeping purposes, but for the safety of your child, so please help us by remembering to follow them.

If your child is booked into a kindy session and you arrive before the starting time, we ask that you stay with your child, as staff are responsible for children in care and for setting up the environment.

CURRICULUM

'Early childhood is the foundation on which children build the rest of their lives. But it is not just a preparation for adolescence and adulthood; it has importance in itself.....Young children learn from everything that happens to them and around them; they do not separate their learning into different subjects and disciplines. Children learn most effectively through actions, rather than from instruction. Children learn best when they are actively involved and interested. Children who feel confident in themselves and their ability have a head start to learning.....What children can do rather than what they cannot do is the starting point in their learning. Play and conversation are the main ways by which young children learn about themselves, other people and the world around them. Children who are encouraged to think for themselves are more likely to act independently', (Sir Christopher Ball, 1994, The Foundation Areas of Learning).

In addition to addressing the centre philosophy, programming in the Kindergarten follows The Early Years Learning Framework for Australia, Belonging, Being and Becoming. This document is produced by the Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments and has been designed as a guide for teachers to use in their work with children from birth to 5 years.

Our curriculum is designed to encourage the children's independence and responsibility for their own actions. This includes toileting, looking after their own belongings such as shoes and jumpers, finding and putting on their own hats, packing up etc. We also place an emphasis on endeavouring to encourage considerate social skills such as respect and thoughtfulness. This encouragement can be strengthened through support from home.

BEHAVIOUR GUIDANCE

Learning how to behave considerately is a developmental task just like learning to ride a bike. Child behaviour, both verbal and non-verbal, should be viewed as a form of communication from the child to his/her world. When children exhibit inconsiderate behaviours this should be viewed as an indicator that the child is experiencing distress. In this context, repeated, ongoing, inconsiderate behaviours are not just responses to be 'reduced' or 'eliminated'. In assessing the reasons for a child's behaviour, the child's whole environment should be considered, including the curriculum and interactions, as well as circumstances at home and in the Centre.

We believe that children have an enormous capacity to absorb information about themselves, others and the environment they live in. The manner in which adults interact with children is significant to their growth and development, consequently behaviour guidance needs to be positive in its approach. Positive guidance of behaviour involves encouraging children to make wise choices and reflections about everyday situations. Children will behave as competently as we let them. It is our belief that this is achieved within an environment, which enhances a child's positive feelings about themselves, through fostering self-esteem, self acceptance and expecting success in all children.

At the Centre we follow the behaviour philosophy of Dr Louise Porter www.louiseporter.com.au, as well as that of Professor Ferre Laevers. For more information please see Educators or refer to the Centre's policy on Guiding Children's Behaviour.



COMMUNICATION

Please remember that communication is a two way process. We endeavour to do our best to provide information to you in various ways, however it is up to you to read notices, and make requests etc. Let's work together for optimal communication. Here are the main forms of communication for the kindy room.

TEACHERS: this is the most valued and optimum form of communication within our Centre. We respect that some families will need to rush off to work or other commitments but ask for a brief rundown on anything that may impact on your child's day, e.g. a late night, not feeling well, an incident that may impact on their well being, a parent away for work.

FOOD & SLEEP WHITEBOARD: this is located on the wall near the kitchen and stairwell.

WHAT WE DID TODAY WHITEBOARD: located near the kindy gate, where Educators will endeavour during the afternoon to write up the days experiences. Please also see Educators for more details of the day.



COMMUNICATION CONT.

MEDICATION FOLDER: If your child has medication please ask the staff and they will provide a medication form for you to complete. Medication must be handed over to an Educator or placed in the medication box in the kitchen fridge. **Verbal notification must be given to Educators.**

NEWSLETTERS: we provide you with a regular room newsletter (1-2 times a term) which will update you on what is happening in the kindy, special events, requests etc.

PROGRAMME: located on the notice board in kindy, will convey ongoing information about our curriculum for the term.

INFORMAL DISCUSSION: Educators attempt to convey information about your child's day when they see you. Please feel free to approach Educators for informal discussions during opening hours. A time will need to be organised with Educators if you wish to engage in longer more in depth discussion, or discussions regarding anything other than your child's day.

PARENT MEETINGS: Educators will initiate meetings with you during kindy transition and school transition, or if we have any concerns. **It is up to you to organise a time to speak with us if you have any queries/questions or concerns of your own.**

SCHOOL ENTRY REPORTS: When your child is due to begin school a report is prepared for you and the school. This report supports the Belonging, Being and Becoming Framework and is an overview of your child's development, skills and knowledge. A parent meeting can also be organised at this time.

WHAT TO BRING TO KINDY

- ⇒ A bag with your child's name to hold their belongings
- ⇒ A change of clothes in case of 'accidents'. Please name all clothing. Remember to dress your child in clothes which are easy for them to move and explore in. Also clothes that you and your child will not mind getting dirty.
- ⇒ We ask that you supply one piece of fruit per session your child attends - ie. a banana, orange, kiwi fruit, mango etc. **Please do not send sweet, sugary foods such as cakes, biscuits and lollies.** Our centre policy states that only fruit and water be brought into the centre. Children are given milk with morning and afternoon tea, and water is on supply all day.
- ⇒ A named sun hat to leave at kindy (this must be broad brimmed or legionnaire). Please apply suncream to your child before arriving.
- ⇒ **Please do not bring toys from home.** There is plenty of centre equipment for your child to use. Bringing toys from home often causes unnecessary conflicts between children. A child may also become sad or distressed if their toy becomes lost or broken.
EDUCATORS CAN NOT BE RESPONSIBLE FOR TOYS BROUGHT FROM HOME.

