TERM 4 2016 LEARNING PARTNERSHIPS PLAN

The focus for our educational program and practice will encompass the following elements:

* observation of children’s play, interactions and interests- interest in role play; developing Executive Functioning Skills
* engaging children in their learning-conversations, planning groups and project work with the children
* planned learning experiences- community, cultural and natural events
* analysis of data collected about children’s engagement in the curriculum in response to planned goals in Family Learning Conversations
* analysis of children’s, families’ and staff review of Term 3 Curriculum

* National, State and Partnership priorities, Quality Improvement Plan (QIP) and Site Environmental Management Plan (SEMP)

National Quality Framework: Standard 1: Educational Program and Practice

- Each child’s current knowledge, ideas, culture & interests provide the foundation for the program
- Each child’s learning & development is assessed as part of an ongoing cycle of planning, documenting & evaluating children’s learning. Using the Indicators of Preschool Numeracy & Literacy (DECD) in planning, documenting & reporting
- Critical reflection & evaluation of children’s learning & development is used to improve effectiveness of program & teaching strategies: Use concepts from “Reflect Respect, Relate” Document to reflect on our practise.

: Standard 2: Children’s Health & Safety
- Promote healthy life choices- sunsafety, nutrition, exercise, relaxation, well-being, mindfulness
- Encourage a culture that is supportive of everyone’s health & safety- friendly behaviour & words; respectful interactions.

: Standard 3 Physical Environment
- Outdoor space designed to engage every child in quality experiences in natural environments- outdoor Kindy sessions Sustainable practices are embedded in our Kindergarten.

: Standard 4 Staffing Arrangements
- Staffing arrangements enhance children’s learning & development & ensure their safety & wellbeing – small group & ratios maintained at all times
- Educators work collaboratively to affirm, challenge, support & learn from each other to further develop their skills to improve practice & relationships – inquiry project where are constantly reflecting on their pedagogy
- Relationships that are responsive, respectful & promote children’s sense of security& belonging free them to explore the environment & engage in learning
- Each child’s behaviour, interactions & relationships are guided effectively: “You Can Do It” program & Restorative Practise principles

: Standard 6: Collaborative Partnerships with Families & Communities
- Continue to build collaborative partnerships with families, schools, Child care Centres and local community.
- Come & Play sessions at Unley Primary School & Transition Visits at Unley Kindy to support children & families transitioning into Kindy 2017 & School.

: Standard 7: Leadership & Service Management
- An ongoing cycle of planning & review – review parent & community feedback
- Educators to continue to work collaboratively across Greenhill South Partnership with their inquiry project – stretching children’s thinking ability
- Continue to review site policies and ratify at Governing Council
- Quality Improvement Plan for 2017


Outcome 1: Children have a strong sense of identity
- Support positive relationships with others & exploration of different identities through socio-dramatic play
- Pedagogy of Listening- spend time interacting & conversing with each child. Support children in developing autonomy, inter-dependence, resilience & sense of agency through authentic relationships & engagement in learning

Outcome 2: Children are connected with and contribute to their world
*Children respond to diversity with respect

CELEBRATIONS:
- Celebrate the diversity within our community: Kaurna people; explore celebrations including Christmas, Teddy Bears Picnic, Universal Children’s Week, Halloween; Spring Racing Carnival, Christmas Pageant, Remembrance Day, Diwali, Hanukkah, Kindy End of Year Celebration at Adelaide Botanic Gardens- Sun 11th Dec

*Children become socially responsible and show respect for the environment
- Connect with our Natural Environment-play, cubbies, weather, Village Green; Nature Education Centre Borrowing, chooks visiting.
- SUSTAINABILITY- Garden - growing food in our garden, Nude Food Project- Nude Food Day; “no plastic, that’s fantastic”, Worm Farm, water wise play (National Water week- 16-22nd Oct 2016: International Year of Pulses; Scarecrows- revamp & connecting with our community

Outcome 3: Children have a strong sense of well-being
*Children become strong in their social and emotional well-being– “You Can Do It” program developing resilience, getting along, persistence, organisation, confidence. Opportunities to “Grow our Brain”

*Children take increasing responsibility for their own health & physical well-being

HEALTHY LIFE STYLE/ WELL-BEING
- Reinforce Smart Policy- Check UV levels
- Reinforce Healthy Lifestyle choices- relaxation- meditation & mindful breathing, hydration, healthy snacks, exercise, Sammy Strong Bones visit..

Outcome 4: Children are confident and involved learners

CHILDREN’S VOICE Pedagogy of Listening; inquiry based learning; stories of learning: “notice, recognise & respond”- staff plan, document & evaluate with children; : Children’s active use of Learning Portfolios; talking & thinking floorbooks & circle meetings; taking the lead from children.
- Executive Functioning and Make Believe Play: Use shop, café & emergency services role play in developing skills- planning & sequencing play, working in roles, working memory, flexibility, self-regulation, higher order thinking & reasoning, oral language

Outcome 5: Children are effective communicators
- Literacy Focus: focus groups of children for individual & small group follow up from data collected in pilot project for phonological awareness (rhyme & starting sounds) & fine motor skills; Oral literacy (circle meetings); BOOK MAKING - opportunity to extend children’s literacy learning & explore concepts of print.
- Numeracy Focus: ). Results Plus- using dialogue to challenge & develop negotiating skills, executive functioning skills, intellectual stretch & being good noticers; Preschool Indicators to guide our planning & documentation
- Information & Communication Technologies: engage learners through ICT including devises for documenting children’s learning & research, Interactive Television