



Early Childhood Education at SHPS

Introduction

The Early Childhood years are crucial ones for children. Studies by the OECD (Organisation for Economic Cooperation and Development) and PISA (Program for International Student Assessment) indicate that student learning in Early Childhood is an important indicator of their future success in life and employment (including being predictive of future earnings.)

Play is children’s work and supporting children as they explore, wonder and try new things is the joy of early learning. Our teachers start with play and through carefully constructed chat about what is happening, gently assist with “next steps.” Key Literacy and Numeracy skills are developed within a “whole child” focus.



Open night

Our Staff

We are very lucky to have a team of very dedicated and motivated professionals in Early Childhood at Secret Harbour Primary School.

Our teaching team participates in meetings, and shared planning and preparation time, to build common curriculum and assessments and monitor student progress across classes.

They seek professional learning opportunities that build on their teaching skills and knowledge. Teachers often get together in their own time to add value to what is an outstanding teaching and learning program. Families at Secret Harbour Primary School can be assured that their children’s early learning is in good hands. This year we proudly welcome our lovely new teacher, Miss Dawson to our team.

Teachers, Kindy:

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|-----------------------|--------|
| Mrs Barbara Singleton | Room 5 |
| Mrs Janette Crabbe | Room 5 |
| Miss Erin Ahearn | Room 6 |
| Mrs Casey Edlington | Room 6 |

Teachers, Pre-primary:

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|-----------------------|--------|
| Miss Renee Dawson | Room 1 |
| Mrs Helena Raumati | Room 2 |
| Miss Maddison Whisler | Room 3 |
| Mrs Madelyne Hunter | Room 4 |

Education Assistants

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|---------------------|
| Mrs Deb Whelan |
| Mrs Sonia Thomas |
| Mrs Julie Cacic |
| Mrs Jan Van Vliet |
| Mrs Tanya Gilchrist |
| Mrs Chelsea Curley |
| Mrs Corrina Huxam |



Instruction

Good Early Childhood instruction is play based, includes an explicit learning purpose and maximises success for students.

The Early years Learning Framework

The EYLF is a key document underpinning the philosophy of Early Childhood Education. For

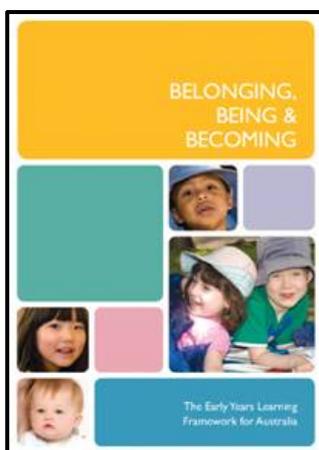
more information on the EYLF, please click on the picture to visit the web site.

Play-based learning: a context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations. (EYLF 2009).

Five Key Learning Outcomes:

Outcomes:

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



Learning outcome: a skill, knowledge or disposition that educators can actively promote in early childhood settings, in collaboration with children and families. (EYLF 2009).

(EYLF 2009).

Literacy and Numeracy Blocks

The Literacy Block is an allocation of time for learning literacy skills, including listening, speaking, reading and writing.

The Numeracy Block is an allocation of time for learning numeracy skills, including number and place value, measurement, geometry and chance and data.

In Early Childhood at SHPS, Literacy and Numeracy Blocks typically consists of:

Introduction: Lesson intention – what we are going to learn today.

Warm-ups: Practice – revision of key words and skills.

Modelling: Teacher demonstration of new learning.

Working together: With teacher support, children take turns participating in shared tasks or games to build their understandings.

Independent work: Children show they can do the new learning independently.

Plenary: Children come back together to discuss what they have learned. Teacher checks for understanding.

Early Assessments

First term in Kindy is one of adjusting to the school environment, developing home-school partnerships and discovering our new, little students as individuals, with their own preferences, capacities and areas to develop. At this stage, teachers are particularly looking for anything that may have an impact on a child's capacity to learn and will monitor students for any speech and language, physical, emotional or other issues that may warrant further investigation. If parents or teachers raise concerns, the Student Services Team is informed and the school nurse or school psychologist may become involved; making observations, advising families and teachers, facilitating outside support or helping families seek any further investigations. This process begins with a **Case Conference**, at which the teacher and parents meet with school administrators and other relevant personnel for a round table discussion of issues, intervention and successes.

Kindy Speech and Language Screening

Because speech and language skills are fundamental to all learning, all students in Kindy undergo Speech and Language screening in term 1. Families are asked to assist the school in funding this assessment, which provides us with essential information for planning and identifies any need for speech and language support.

AEDC

The Australian Early Development Census (AEDC) is a measure of how young children, in their first year of formal full-time school (pre-

primary), are developing in different communities.

Based on the scores from a teacher-completed checklist, the AEDI measures five areas, or domains, of early childhood development:

- Physical health and wellbeing
- Social competence
- Emotional maturity
- Language and cognitive skills (school-based)
- Communication skills and general knowledge.

Data from the 2015 Census showed that fewer children from the Secret Harbour wider area were found to be “at risk” in four of the five categories surveyed. (Slightly more SH Community children were indicated as emotionally “at risk.”)

Across all of the WA data, boys were found to be more representative in the “at risk” categories than girls. The number of boys deemed “at risk” however, did improve between 2012 and 2015.

Further results can be accessed at www.aedi.org

Data for the AEDC is gathered every three years and was last completed by classroom teachers in May 2015. Secret Harbour Pre-Primary School teachers will be collecting data on our 2018 pre-primary cohort of students.

On-Entry

Our “On-Entry” Data is collected in weeks 4 to 7 of term one. Each child in pre-primary undergoes a one-on-one interview with the teacher, completing a number of assessments to gather information about their understandings of important early literacy (oral language, reading and writing) and numeracy concepts. The interview is fun and students keenly await their “turn.”

“On-entry” data is then used to identify key areas of instructional need at both kindy and pre-primary level, to scaffold individual

students and indicate where additional resources may be required.

“On-entry” data also provides family with information about areas in which they can support or enrich their children’s learning – and a report is provided to families about each student.

School-based Assessment and Evaluations Interviews

In term two, kindy interviews are held and families are offered a time to come and talk about how their child is going with the kindy teacher. This also helps the teacher to find out more about the interests and needs of the student and to plan further learning. Less formal interviews are available throughout the year if required. Quick catch ups are often possible before or after school but please make a time to chat with a classroom teacher if a longer conversation is required.

Student Portfolios

At the end of terms two and four, kindy students bring home portfolios of work that show their development over the course of the semester. Pre-primary students also share their work through either portfolios or the Seesaw app.

School Reports

(On-Entry Reports are sent home for pre-primary families at the end of term one.) At the end of the year all Kindy families are provided with a summative report on their child’s achievement during the year. Pre-primary reports are now aligned with year 1-6 reports and are completed each semester on a template provided by the Department of Education.

Developing the “Whole Child”

Early Learning is a complex process through which a number of key dispositions and traits are developed alongside academic learning. Children learn to listen to others, to take turns, to wait and be more independent. They

develop resilience and the ability to solve problems. They go outside and engage in outdoor play to develop physical skills, balance and coordination. They develop an interest in the world around them and a curiosity about how things work. They are encouraged to learn at a pace that is comfortable to them and that has the right amount of challenge and support to engage thinking and creativity and to promote optimal learning.

Dispositions: enduring habits of mind and actions, and tendencies to respond in characteristic ways to situations, for example, maintaining an optimistic outlook, being willing to persevere, approaching new experiences with confidence. (Carr, 2001) (EYLF 2009).

Supporting your child's learning

Our children are less able to communicate well than they were even five years ago. We are not sure what is changing but there appears to be a reduction in the opportunities children have to develop oral language. One of the most crucial things you can do with a child of this age is to talk and listen. At the end of the day, talk over what happened during the day and help them to develop ideas about what happened first, next and last. Help them recall who was involved and to say how they felt. This will initiate early understandings of the narrative form as well as developing important vocabulary. Talk to your child when you are shopping or doing tasks around the home. Share what you are doing and ask your child about what they are doing. Talk during car trips. Listen and value your child's contributions to conversations.

The next really important element of supporting your child is to read to them every day. Reading a story at bed time helps children to develop a love for books and stories, builds positive associations and

prepares a child to meet books with love and enjoyment. (Control+click on the picture for more information about supporting reading.) We will build on your great start with our Kindy Books project in semester 2.



Developing independence is another very important focus for the kindy and pre-primary years. Children of this age LOVE doing things themselves and being told they are “getting so big.” Allow your child the time to dress themselves, wash their hands, put their own shoes on, open and close containers, use the toilet independently, even to help in the kitchen – stir the bowl, make a simple sandwich, pour the milk on their cereal or juice into a cup. Feeling that “I CAN do it” is very important for children and helps them to face new learning confidently.

Playing games, counting, singing songs and saying nursery rhymes are also great ways to engage children in developing key early learning concepts in a fun way.

Home Practice

Practice at home helps reinforce new learning and move concepts into long term memory. Please make the time to revise sounds, numbers and sight words, and to read and talk about early reading books at home with your child.

Learning is a partnership and when families and schools work together to provide opportunities for our children, great things happen.

(Control+Click on the Hungry Caterpillar Book to find a list of best books to read to young children.)

