



Kindergarten Room

INFORMATION BOOKLET

Welcome to the Kindergarten Room

The staff at ACCCK would like to welcome you and your family to our Kindergarten room and look forward to a collaborative relationship, ensuring your child has access to an educational program which meets your child's developmental needs and interests.

Our Kindergarten room caters for 22 children, who are 4 years of age before the 30th of April in the year of attendance. There are two staff working in the Kindergarten room, an early childhood teacher and a diploma trained educator. The staff roster is arranged to ensure parents are able to liaise with a staff member on a regular basis.

Children at this age are developing an inquisitive, imaginative world and we as educators ensure your child's physical and intellectual needs are met, by providing an educational program that is based on each child's individual development and interest.

Each child is unique and will react to new situations in many different ways. Some children are quiet and timid, taking time to warm up and feel comfortable, while others may start kindergarten full of confidence and excitement at the new opportunities. At ACCCK we understand these differences and will implement a range of strategies to assist each individual child to settle in and feel welcome at kinder; this may include bringing a security item, or giving a child certain jobs to make them feel important.

What is 4 year old Kindergarten?

Four year old kindergarten is a one year program delivered for children in the year before they start school. The program is subsidised by the State Government, which helps to cover the cost of employing an Early Childhood Teacher. Developmentally appropriate programs based on the children's development and interests are prepared by a qualified Early Childhood Teacher for each child.

Kindergarten will help your child to develop language and learning skills, confidence and independence, physical and creative skills, a desire to learn and discover, and the ability to work co-operatively with other children and adults.

Attwood Child Care Centre and Kindergarten offers extra curriculums within its program, including a music and movement session (this is provided at a small additional cost), responsible pet program and two external excursions each year eg: Traffic school, Children's museum, Werribee Zoo. There is an emphasis on a play orientated approach to learning to suit the developmental level of the individual children.

Eligibility for four year old Kindergarten

Children are eligible to attend four year old kindergarten if they will turn four years by the 30th of April in the year of attendance. Parents of children born in the months of January through to April have the choice of which year to enrol their child. If your child will not be four years old at the start of his/her four year old kindergarten year, you will need to think seriously about whether your child will be ready for kindergarten. Of these, children born in February, March or April are generally the most vulnerable to problems that result from starting kindergarten and school too early. An opportunity to discuss your child's progress is available throughout the year. A second year of preschool will only be approved for those children who have significant delays in at least two areas of development.

Using Child Care and Kindergarten for the first time

Many parents will ask, what is the difference between a Preschool and a Child Care Centre's Kindergarten Program? In reality there is very little difference.

Generally, children attend a preschool for approximately 15 hours per week, this can be spread across 2, 3, or 4 days. At Attwood Child Care Centre and Kindergarten, children can participate in a kinder program while receiving long day care. They are provided with a cooked lunch, morning and afternoon tea and have access to sleeping facilities for an afternoon rest. This combination especially suits working parents.

Unlike preschools, the children have longer exposure to social interaction with other children and adults (staff) and thus have more opportunities to develop the skills mentioned previously.

Children who have been through the Attwood Child Care Centre and Kindergarten since early childhood have the opportunity to further develop friendships with children they are familiar with.

What to Bring

- ⇒ A change of clothes (keep in mind weather conditions and seasons) daily as we encourage messy sensory play such as finger-painting, water play, goop and mud.
- ⇒ For summer months, sun hats and sunscreen are supplied by the service, unless stated in your enrolment pack that you will provide your own suitable sunscreen.
- ⇒ For the winter months a coat, beanie and gumboots.

Parents Role

We welcome and encourage parent's input into the program. It is you that knows your child the best. You can have input in our program by expressing your ideas, concerns and comments to staff verbally or via email. You will also have the opportunity to comment on your child's progress throughout the year via a curriculum evaluation form and parent teacher interviews.

You can also assist by:

- ⇒ Keeping up to date with current events and issues by regularly reading messages posted around and on the front door of your child's room, as well regularly checking parent pigeon holes and emails for notices.
- ⇒ Being open and honest with educators, as we value your input. For example: inform us if there has been a significant event that occurs in your child's life (death of a pet, an upcoming holiday, a change in regular routine etc).
- ⇒ Spending time in the class room with your child is very valuable. Parents have an open invitation to participate at a time that best suits them.

Each child is required to be signed in/out when arriving at the service and again when being collected from the services, the sign in/out book is located on the shelf on the right side of the room as you enter. There is also a communication book informing families of what your child has eaten throughout the day and if he/she has had a rest, the book will be filled out daily as accurately as possible, this is situated next to the sign in/out book.

Displayed either inside the Kindergarten Room or on the rooms display board in their foyer, you will find the following:

- ⇒ your child's individual portfolio
- ⇒ the reflection journal

Please check the room daily for any notices and room routines. Parents are encouraged to enter the room and participate in any activities or routines.

Please feel free to contact the staff throughout the day or alternatively you can make an appointment.

Guidelines for the Kindergarten Room

- ⇒ We use walking feet inside
- ⇒ We use quiet voices inside
- ⇒ We sit on the chairs and couch in the room
- ⇒ We use positive words with our friends at all times
- ⇒ We wash our hands before meal times, after going to the toilet, wiping our nose, after messy play and once entering or leaving a room at family grouping times.
- ⇒ At experiences we are aware of how many children can participate

When Kinder children forget these guidelines:

- ⇒ We use verbal guidance to redirect children, explaining why it is unsafe or inappropriate
- ⇒ We use direct guidance and remove the child from the situation and redirect them to another experience
- ⇒ We explain to the child why their behaviour isn't acceptable

Guidelines for educators are:

- ⇒ For the children to feel secure and supported through their learning
- ⇒ For the children to receive a program that simulates learning across all areas of development
- ⇒ For their children to sense and respond to a feeling of belonging in a small and large groups
- ⇒ For the children to show respect for the environment both natural and structured

Kindergarten Room Routine

7-8.20 am

Family Grouping. Breakfast served until 8.30 am

8.20 am

Transition to Kindergarten Room. Children wash hands, sign in and (if needed) are supported to settle into the room through their choice of activity.

8.20-11.10 am

Indoor/Outdoor Program.

Progressive Morning Tea is offered from 9.30 am.

11.10 am-11.30 am

Morning group time – Welcome, Calendar & Letter of the Week.

11.30 am-12.15 pm

Lunch.

Quiet play while waiting for others to finish and room to be cleaned.

12.15 pm-3 pm

Indoor/Outdoor Program.

Rest time/Quiet Play indoors from 1-3 pm.

3-

3.30 pm

Transition into room with short group activity.

Progressive Afternoon Tea.

3.30-4.50 pm

Indoor/Outdoor Program.

4.50- 6.30 pm

Family Grouping with Dolphin/Blossom/Rainforest Children.

This routine is a guide only. All times are approximate and the routine is flexible to accommodate the children's needs.

Routine Experiences

Sleep/Rest Time

All children are encouraged to have a rest throughout the day. We realise that not all children will need to sleep, particularly as the year progresses. Therefore, we encourage these children to rest or engage in quiet activities enabling them to restore energy and to remain happy and content for the remainder of the day. We try to meet the children's individual needs. Mattresses and sheets are provided. Sleep times will be recorded in the Communication Book. As the children progress through the year towards school, a sleep is usually not required in Term 4, however all children's individual needs and circumstances will be considered in consultation with parents.

Mealtimes

Children are encouraged to try all foods, but are never force fed or denied food at anytime. Staff will sit with children while they are eating and assist where needed. Encouragement of independence is based on the appropriateness to the child's age and personal level of development and ability. The children are offered breakfast, morning tea, lunch, afternoon tea and a late snack. Water and milk is offered regularly throughout the day. The menu is displayed in the foyer as well as in the room. This has been planned by the centres chef.

Independent Toileting

All children are encouraged to be independent with toileting, including wiping and handwashing. Staff supervise children's toileting and are available to firstly prompt independence and then assist as required. Occasional "accidents" are normal and expected within this age group. Please ensure that your child attends with at least one change of underpants, clothes and socks every day. Children are encouraged to change and dress themselves independently with supervision, and staff will prompt and assist as required.

Curriculum

Attwood Child Care Centre & Kindergartens curriculum is based on The Early Years Learning Framework. The framework describes the principles, practices and outcomes essential to support and enhance young children's learning from birth to eight years of age, including their transition to school.

ACCK curriculum is based on the children's individual interest at the present time. Each child has their own **individual portfolio**, where educators use a variety of strategies to collect, document, and interpret the information that they gather to assess children's learning. One of the main forms of documentation the educators use is a **Learning Story**. Storytelling is used to identify children's unique interests and record challenges and achievements in a way that is positive and meaningful to children, families and the educators. Using Learning Stories allows the educators to plan experiences that are focused on the child's observed interests. This enhances children's sense of themselves as competent learners.

The portfolios are kept in each of the rooms and are accessible to the children and families to read throughout the year, your feedback and contribution to the portfolios is encouraged as this is a way to develop meaningful relationship between the centre and your family.

An example of a learning story is attached.

A reflective journal is also written which records and reflects upon the current program. This allows parents to become familiar with what their child has been doing throughout the day. Parents are welcome and encouraged to read through the journals either by yourself or with your child. You will also receive a copy of the reflection via email. Staff appreciate family feedback and uses this information to further develop their reflective journal and make it more personal to you and your family.

MONDAY THE 26TH OF JUNE

OBSERVER: JANINE

A sign in book has been added to the program in response to many of the children's emerging Interest in writing their own and family member's names, letters and forming words. The book presents the children's name in Victorian Cursive writing, as they will learn at school. Their name is replicated in dotted form underneath for children to trace as they gain confidence with letter formation, while development of their hand strength occurs. Once the children have achieved the ability to recognise their name in the book and trace over the letters with competence and skill, the dotted version is removed for children to write their names independently.

This morning Sienna was invited to sign in. Jessica was able to identify her name without any assistance from Janine (teacher). Using a tripod grip, Jessica copied her name with confidence, forming the J,e,I,a with accuracy.

Learning Outcome 3: Children have a strong sense of wellbeing. Jessica is demonstrating her fine motor skills as she manipulates the texta with competence and skill.

Learning Outcome 5: Children are effective communicators. Jessica is demonstrating her foundational literacy skills as she recognises her own name and practices writing it.

What's next? Continue to support the ongoing development of Jessica's fine motor skills/hand strength through activities such as playdough, painting and drawing. Continue to support the development of Jessica's foundational literacy skills through ongoing letter of the week activities and exposure to printed text.