



Early Childhood Education Plan

Early Childhood K-PP-1

Our Early Childhood education program is wrapped in the philosophy of play-based learning and intense early intervention strategies. These are a result of the influence of *Belonging, Being and Becoming: The Early Years Learning Framework*.

Children are free to explore their environment through play and this will increase their connectedness and learning opportunities.

Routines/rotations are carefully planned, to ensure that all children are provided with every opportunity for success.

Children's sensory needs and learning styles are acknowledged and catered for.



The Early Years Learning Framework

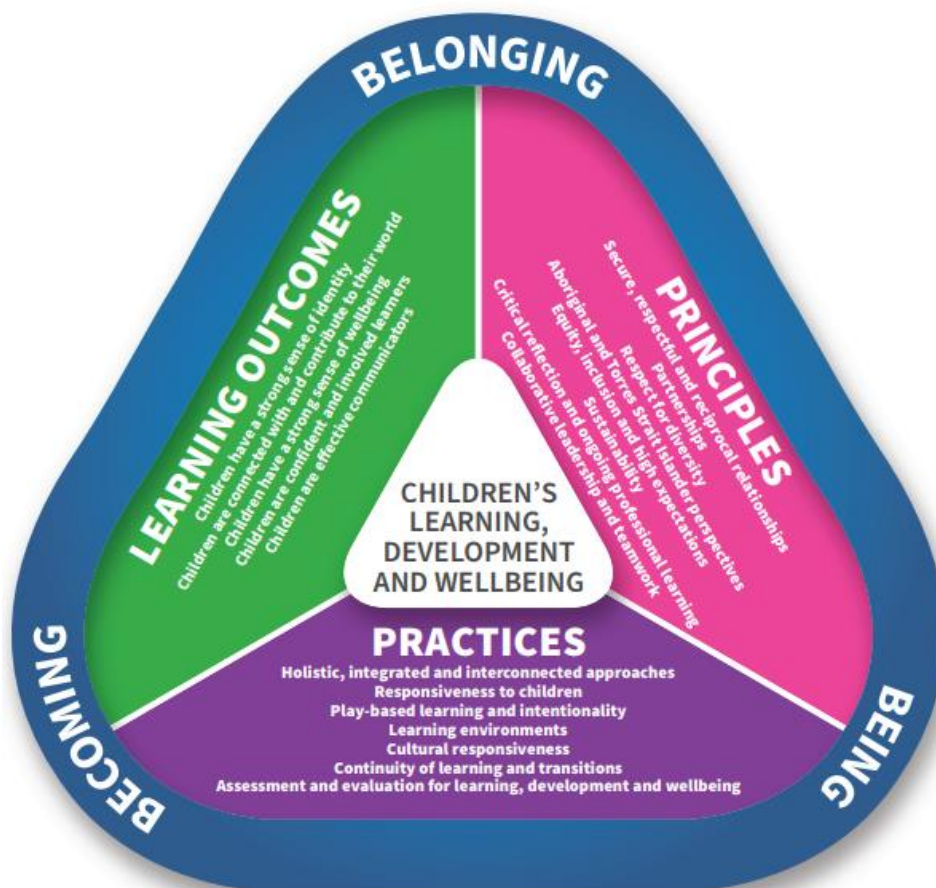
Outcome 1 - Children have a strong sense of identity

Outcome 2 - Children are connected with and contribute to their world

Outcome 3 - Children have a strong sense of wellbeing

Outcome 4 - Children are confident and involved learners

Outcome 5 - Children are effective communicators



Teaching and Learning

We believe in a student-centred approach and each individual's needs, talents and interests are catered for. IEP meetings and documentation reflect this, as well as allowing for strengths to be developed and deficits to be addressed.

Teaching Assessment

- Programs include planned, purposeful play, balanced with explicit 1:1 teaching.
- All staff plan their programs so that they are engaging, provide time for practise and allow the children to have their sensory needs met.
- Assessments in early childhood are age appropriate.
- Teachers use functional behaviour analysis to determine children's needs and to inform future planning.

Learning Curriculum

- Learning experiences reflect the children's interests, in addition to being age appropriate and levelled to their ability.
- Create a balanced curriculum for Kindergarten/PP/1 students with an emphasis on play-based learning.
- We use the Early Years Learning Framework and ABLEWA as a basis for our programs.
- Our programs are implemented in a rotation/TEACCH style and this develops all developmental domains: Social - Emotional, Physical (fine and gross motor), Cognitive and Language.
- The curriculum is - above all – adaptable.

Assessment

Assessment practices need to be appropriate for the level of development of each child.

Classroom Assessment – Teacher Selected

- Sensory Matrix
- Letters and Sounds – Phonics
- Foundational Skills Curriculum
- AblesWA placement

Individual Education Plans and Reporting

- Formal reports are prepared and issued for all students at the conclusion of each semester.
- PP to Year Six students receive reports prepared using the Department of Education mandated format.
- The school will encourage opportunities for Early Childhood staff to have parent interviews to support the reporting process.
- IEP's are held at the start of the year, and all parties are invited to attend these meetings. Teachers maintain open communication and availability throughout the year to discuss progress and achievement with parents.

Play-based Learning

Dedicated play spaces help to facilitate children to learn how to solve problems and to discover the skills of sharing and turn-taking with others. Through play, children ~~they~~ practise and apply these skills.

Play-based learning is an important part of a balanced approach. That alongside explicit teaching and instruction, helps keep every child productive and engaged.

Kindy to Year One students participate in play-based learning and activities that are designed by teachers to incorporate different learning needs (fine motor development, gross motor development and oral language).

Physical Environment

All staff consider how they will construct and present activities and materials.

Social and Emotional Environment

Children need secure and trusting relationships so they are confidently supported in their explorations and risk taking.



National Quality Framework

All governments in Australia recognise the importance of experiences that children have throughout childhood, and the impact those experiences have on their present and future health, development and wellbeing. In December 2009, they agreed through the Council of Australian Governments to a partnership to establish a *National Quality Framework* for Early Childhood Education and Care service provision. Central to this Framework is the **National Quality Standard** which specifies the required features of the education and care services provided for Australian children.

ABLE – WA Abilities Based Learning Education, Western Australia

ABLEWA is a program that uses curriculum materials and an assessment tool (ABLES), that enhances the resources available to teachers to support the teaching and learning of students with disabilities and additional learning needs. ABLEWA assists Western Australian teachers to create high-quality targeted classroom programs by applying the assessment tool to identify their students' readiness to learn across the seven learning domains (Critical and Creative Thinking, Digital Literacy, English – Reading and Writing, English – Speaking and Listening, Mathematics, Movement and Physical Activity and Personal and Social Capability) and using the curriculum content descriptions and achievement standards for Stages A to D, in all learning areas.

Educational Programs

Quality Area 1

1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.



1.1.2 Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

1.1.3 All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

1.2.1 Educators are deliberate, purposeful and thoughtful in their decisions and actions.

1.2.2 Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

1.2.3 Each child's agency is promoted, enabling them to make choices and decisions that influence events in their world.

1.3.1 Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning and implementation and reflection.

1.3.2 Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

1.3.3 Families are informed about the program and their child's progress.

Children's Health and Safety

Quality Area 2

2.1.1 Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

2.1.2 Effective illness and injury management and hygiene practices are promoted and implemented.

2.1.3 Healthy eating and physical activity are promoted and appropriate for each child.

2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

2.3.2 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

2.2.3 School administrators, educators, and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.



Physical Environment

Quality Area 3

3.1 The design and location of the premises is appropriate for the operation of a service.

3.1.1 Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.

3.1.2 Premises, furniture and equipment are safe, clean and well-maintained.



3.1.3 Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use and interaction between indoor and outdoor space.

3.2 The environment is inclusive, promotes competence, independent exploration and learning through play.

3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.

3.2.2 Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.

3.3 The service takes an active role in caring for its environment and contributes to a sustainable future.

3.3.1 Sustainable practices are embedded in service operations.

3.3.2 Children are supported to become environmentally responsible and show respect for the environment.

Staffing Arrangements

Quality Area 4

4.1.1 The organisation of staff across the school supports children's learning and development.

4.1.2 Every effort is made for children to experience continuity of educators at the school.

4.2.1 School administrators, educators and staff work with mutual respect and collaboratively and challenge and learn from each other, recognising each other's strengths and skills.

4.2.2 Professional standards guide practice, interactions and relationships.



Relationships with Children

Quality Area 5

5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

5.1.2 The dignity and rights of every child are maintained.

5.2.1 Children are supported to collaborate, learn from and help each other.

5.2.1 Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.



Collaborative partnerships with families and communities

Quality Area 6

6.1.1 Families are supported from enrolment to be involved in the school and contribute to school decisions.

6.1.2 The expertise, culture, values and beliefs of families are respected, and families share in decision-making about child's learning and wellbeing for families.

6.1.3 Current information is available to families about the school and relevant community services and resources to support parenting and family wellbeing.

6.2.1 The expertise of families is recognised, and they share in decision making about their child's learning and well-being.

6.2.1 Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.



6.2.2 Effective partnerships support children's access, inclusion and participation in the program.

6.2.3 The school builds relationships and engages with its community.

Governance and Leadership

Quality Area 7

7.1.1 A statement of philosophy guides all aspects of the school's operations.

7.1.2 Systems are in place to manage risk and enable the effective management and operation of a good quality school.

7.1.3 Roles and responsibilities are clearly defined and understood and supportive effective decision making and operation of the school.

7.2.1 There is an effective self-assessment and quality improvement process in place.

7.2.2 The educational leader is supported and leads the development and implementation of the educational program, assessment and planning cycle.

7.3.5 Educators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

