

UNCERTAINTY IS WHERE THINGS
HAPPEN. IT IS WHERE THE
OPPORTUNITIES - FOR SUCCESS, FOR
HAPPINESS, FOR REALLY LIVING -
ARE WAITING. - OLIVER BURKEMAN



Educational Program and Practice at Terrey Hills Community Kindergarten

At Terrey Hills Community Kindergarten, we program, and plan using the Early Years Learning Framework (EYLF) and follow the regulations of the National Quality Standards. (These are outlined on the following page)

In each group you will find a fortnightly program, and this will outline what activities and experiences the Educators have planned for that day or week / fortnight in your child's class. You will also find a weekly reflection page uploaded to Storypark each week.

The program is based on each child's individual interest, strengths, ideas, and knowledge. In each room the Educators also plan purposeful and deliberate age-appropriate experiences to further interest and challenge the children.

Parent suggestions and input are always welcomed as part of our programs and parents are asked to add to our parent suggestion sheet/ interest page found at the sign in area.

Each day/ week the Educators reflect on the weeks planned activities and then based on this, they will plan for the following day or week/ fortnight.

Throughout the year each child will have a collection of observations (which will include EYLF outcomes, photos, artwork, and work samples placed on Storypark or in your child's Kindy Art Folder (which will be given out in term 4) for parents to follow their child's learning, interest, and achievements at Kindy.

Our Kindy provides the children with a play-based program where they are able to learn, develop and explore through play.

Each week our program is displayed at the sign in area, so that all families have a chance to view our planned activities/ experiences. We will also be sending it out as a Storypark Community Post, each fortnight.

The Early Years Learning Framework

Under the National Law, services must deliver an educational program to all children being educated and cared for that is:

- based on an approved learning framework
- delivered in accordance with that approved learning framework.
- based on the developmental needs, interests, and experiences of each child
- designed to consider the individual differences of each child.

The National Quality Standards

The National Quality Standards (NQS) sets a high national benchmark for Early Childhood Education in Australia. The National Quality Standards include 7 Quality Areas that are important for children. Services are assessed and rated by the regulatory authority against the National Quality Standards. The 7 Quality Standards are:

Quality Area 1 – Educational program and practice - Educational program and practice of educators are child-centered, stimulating and maximise opportunities for enhancing and extending each child's learning and development.

Quality Area 2 – Children's health and safety- Children have the right to experience quality education and care in an environment that safeguards and promotes their health, safety and wellbeing.

Quality Area 3 – Physical environment- Physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

Quality Area 4 – Staffing arrangements- Qualified and experienced educators, who develop warm, respectful relationships with children, create predictable environments and encourage children's active engagement in the learning program.

Quality Area 5 – Relationships with children- Relationships with children are responsive, respectful and promote children's sense of security and belonging.

Quality Area 6 – Collaborative partnerships with families and communities- Collaborative relationships with families are fundamental to achieving quality outcomes for children, and community partnerships based on active communication, consultation and collaboration are essential.

Quality Area 7 – Governance and leadership- Effective leadership and governance of the service contributes to quality environments for children's learning and development. Effective leaders establish shared values for the service and set clear direction for the service's continuous improvement.

Educators at THCK use the NQS and the EYLF to Program and Plan to ensure the best learning outcomes for children. Below is an outline of how this is done:

- Each week, Educators collect jottings, notes, observations, conversations, interests, ideas and abilities in a ***Program and Planning Book*** and use this information to design the children's learning for the following week. (NQS Element 1.1)
- Curriculum decisions making contributes to each child's learning and development in relation to the Early Years Learning Framework (EYLF). You will see learning links to the EYLF in Storypark stories. (NQS Element 1.1.1)
- Each fortnight a program is set up for each group based on children's knowledge, strengths, ideas, cultures, abilities, and interests. (NQS Element 1.1.2)
- Each term Educators plan the program and routine, in ways to maximise learning opportunities for each child's learning. (NSQ Element 1.1.3)
- Intentional Teaching is included in our program. Educators are deliberate, purposeful, and thoughtful in their decisions and actions. (NSQ Element 1.2.1)
- A Parent Suggestion/ Interest page at the sign in table is used as a communication tool, enabling Educators to incorporate children's interest from home in our weekly program if appropriate. (NQS Element 1.1.2)
- Each term children's learning and development is assessed or evaluated as part of an ongoing cycle of observation. You will receive your child's learning stories on Storypark. (NQS Element 1.3.1)
- Staff use critical reflection on a regular basis, to reflect on children's learning and development, both as individuals and in groups. This reflection drives the program and planning and can create change within our practice. (NQS Element 1.3.2)
- Families are informed about their child's week through our weekly stories on Storypark. Our Program is always on display at the sign in area and will be sent out to families on Storypark each fortnight. At the end of term 2 and 4 children will receive a progress summary. (NQS Element 1.3.3)
- At any time throughout the year if families have any questions or concerns, you are encouraged to make an appointment with your child's Educators to organise a meeting. (NQS Element 1.3.3)



Storypark

During your child's first week at Terrey Hills Community Kindergarten, you will receive an invite to join Storypark. Storypark is an online platform which we use to share information with families about their child's day, week and term at Kindy.

On Storypark you will receive:

- A group story about your child's week.
- Learning stories about your child's learning and development whilst at Kindy.
- Magic moments and snaps of a child's Kindy Day. This may include a photo, or artwork.
- Incursion and Special Event write ups
- A fortnightly program which outlines all planned experiences.
- Experiences will be intentional, as well as follow ups from children's learning stories and children's interests. Family input is always welcome as part of the program.

We love family input on Storypark and always love to see family comments on our stories.

This is also a communication tool for you to use. If you have any questions or suggestions about what has been documented or photographed, we would love you to comment on the story.