



**Torquay early
Learning Centre**

**Kindergarten
Information**

At TeLC:

Two Groups of Kindergarten Children attend Friendship Room.

Group 1 – Attends Tuesdays & Thursdays

Group 2 – Attends Wednesdays & Fridays

**Sessions starts at 8:00 and concludes at 4:00.
This comprises your 15 hours of funding**

Friendship Room Philosophy

In the Friendship Room, we believe in maintaining high expectations for every child and valuing the child's voice, their right to be heard and included in the planning process. Children are recognised for their strengths and motivated to accept new challenges to grow and learn.

We believe in providing a learning environment that is friendly, warm and safe through developing trusting relationships with the children, families and educators.

We believe that the development of a safe and nurturing environment is the foundation for children to learn and thrive.

We also strive to create a welcoming and inclusive environment where all families are encouraged to contribute to the programming and decision making. We show families respect, with an open and honest approach. We recognise the critical importance of family in a child's life and respect families are the first teachers of the child.

We trust that children learn best through play and provide experiences that allow children to explore ideas, problem solve, communicate, create and build on their social and emotional wellbeing. We use intentional teaching strategies that are always purposeful in supporting the child's development and growth.

We highly value the importance of learning through nature exploration and the opportunities our natural environment provides for children to develop. We aim to utilise the outdoor environment as much as possible.

"Outdoor spaces with plants, trees, rocks, mud and water invite open ended interactions, spontaneity, risk taking and a connection with nature (NQS, 2010, Element 3 Physical environment)"

Our methods to achieve success this with the Children:

Selecting topics to be included within the program that are based on the **children's interests**.

Listening to and documenting the **children's voices**.

Educator's being learners' alongside the children as we explore these interests together.

Developing **warm, supportive relationships** with the children and their families, that allow individuals to share what they know, so we can learn and make new discoveries together.

VICTORIAN EARLY
YEARS LEARNING
AND DEVELOPMENT
FRAMEWORK

FOR ALL
CHILDREN
FROM BIRTH TO
EIGHT YEARS



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY

THE
EDUCATION
STATE

VICTORIA
State Government
Education
and Training

Curriculum documentation will be linked to the Victorian EY LF doc.

This is the 2nd version of the document published this year by the Department of Education and Training, and incorporates a lot more perspectives of Aboriginal and Torres Strait Islander professionals. .

In partnership with the National Quality Framework and National Quality Standards, this doc guides the work of all EC services in Vic.

Our curriculum docs will make reference to the Learning Areas featured in the framework: These being Identity, Community, Wellbeing, Learning and Communication.



Excursions and Incursions

Examples for this year have included:

Excursions:

- Library
- School Visits
- Geelong Hospital

Incursions:

- Local dentist visit
- Wild Life Exposure
- Surfcoast Honey
- Urban Upcycle
- Museum Victoria Outreach Program
- Live Eggs chicken hatching

Special Events:

- Mother's Day Pampering Session
- Hatching Chickens
- Father's Day Evening
- Easter Family Evening



Transition to school

Transition to school will be supported through links with the local school to arrange visits and through programmed activities and experiences : Lunch boxes with different wrappers and containers, writing with grey leads, some worksheet type work, school visits to library, computer lab, toilets and bubble taps. There is a strong focus on social and emotion for school readiness. Building resilience and ability to speak up and ask questions.

Adele and Stacey are attending Prep/Kinder network meetings with the local schools and kindergartens to build relationships, strategies to support transitions and links with the local community.

Transition Statements are completed and sent forward to the school with information to support the child's transition to school environment. New transition statements will be more inclusive and representative of Aboriginal and Torres Strait Islanders and children with additional needs.

We understand the importance of eye sight for learning to read and have a local optometrist come out to visit and perform eye checks with the children.

Transition Statements

- ▶ Transition Statements are completed and sent forward to the school with information to support the child's transition to school environment. New transition statements will be more inclusive and representative of Aboriginal and Torres Strait Islanders and children with additional needs.
- ▶ Early Ables reports will assess children's development against the VEYLDF and all of these can be uploaded and shared with the school, along with any speech or OT reports etc.
- ▶ Parents have a section of the transition report to complete as do the children. We would encourage doing this with your child as it's a great chance to talk about school and what they think school will be like
- ▶ Parents have the option to "opt out" of transition reports being sent to the school, however we would strongly advise against this.



Over the Easter break many of our children went camping. To extend on this interest we set up a camping dramatic play space. A child stated "We need to roast marshmallows on the fire" So we added some pretend marshmallows to the fire.

Another said "This is like wombat stew" so we added the story book to the play space and took the children outside to collect items from the story book for the cooking area.

Another child asked "can we have a real fire?"

We brainstormed ways we can have a real fire.

We arranged to have a real fire in our fire pit behind the car park. We talked with the children about risks. Together we collected fire wood, arranged stones around the pit, watered the surroundings, lit our fire, waited for coals and then roasted marshmallows together. . The children then reflected on the experience by drawing in their portfolios.

VOLCANOS



The children had been making volcanos in the sandpit.

I mentioned that we could use science to make it erupt!

We talked about the chemicals we needed and we made their volcano erupt.



A week later a child came up and asked if we can use chemicals to make another eruption. So we repeated the science experiment.

To follow on as a whole group we brainstormed how we could make a volcano in the classroom, not using sand and so has begun our group project of making a large volcano in the classroom. This has also led to the children painting images of volcanos, bringing in factual books about volcanos and drawing volcanos, as well as participating in process art in contributing in a group art project.

