

KEARNAN COLLEGE



EARLY CHILDHOOD EDUCATION CHARTER

VISION STATEMENT

All people are made in the image and likeness of God.

The Kearnan journey starts with our Mission which is influenced by our founders, the Sisters of St Joseph. It is enduring and declares our core purpose as a College. It serves as our inspiration for our actions, decisions & ultimately our legacy.

Kearnan College comprising students, staff, parents, St Joseph's Parish and the wider community, seeks to acknowledge the fundamental dignity of each individual.

Together we seek truth in our relationship with God, in ourselves, with each other and with the environment.

We aim to ensure each individual is inspired to reach their full potential, to think, to learn, to achieve, to care, to serve.'

(Kearnan College Philosophy)

WE BELIEVE:

- That, as a child's first educator, parents are an integral part of their child's learning.
- In considering the needs of the whole child and acknowledge the interrelationship of the language, cognitive, creative arts, physical, social and spiritual programmes that we provide.
- In providing a safe and nurturing early learning environment which caters for all needs through a differentiated curriculum. We aim to provide stimulating and engaging learning experiences.
- In the importance of oral language in the development of the whole child and acknowledge that this is an area of high importance that underpins all learning.
- That play is integral to quality teaching and learning.
- In providing a programme that is sequential, explicit, self-reflective and allows for skill and concept development. Planning is a cyclical process based on the changing needs of the children in our class.

A UNIQUE CHILD:

The starting point for all curriculum decisions will be the students themselves and their individual needs (we) seek to promote integrated personal development (that) relates curriculum content to students' real life situations'. (Bishop's Mandate).

We believe that every child can learn and we aim to be proactive in meeting student's needs through early intervention programmes and other relevant support structures.

- We value the development of each child's resilience, initiative and independence.
- We work towards developing a child's intrinsic motivation and their enthusiasm for life-long learning.
- We embrace each child's cultural heritage and use this to celebrate the diversity within our community.

PARTNERSHIPS AND RELATIONSHIPS:

At Kearnan College we recognise and value the relationships between home and school, the community and St Joseph's Parish. We aim to have effective, open and honest communications between relevant stakeholders.

We understand that parents are children's first and most influential educators and we value the contribution they make. We aim to create an environment where all parents and families are welcome and are encouraged to participate in school events.

We do this through:

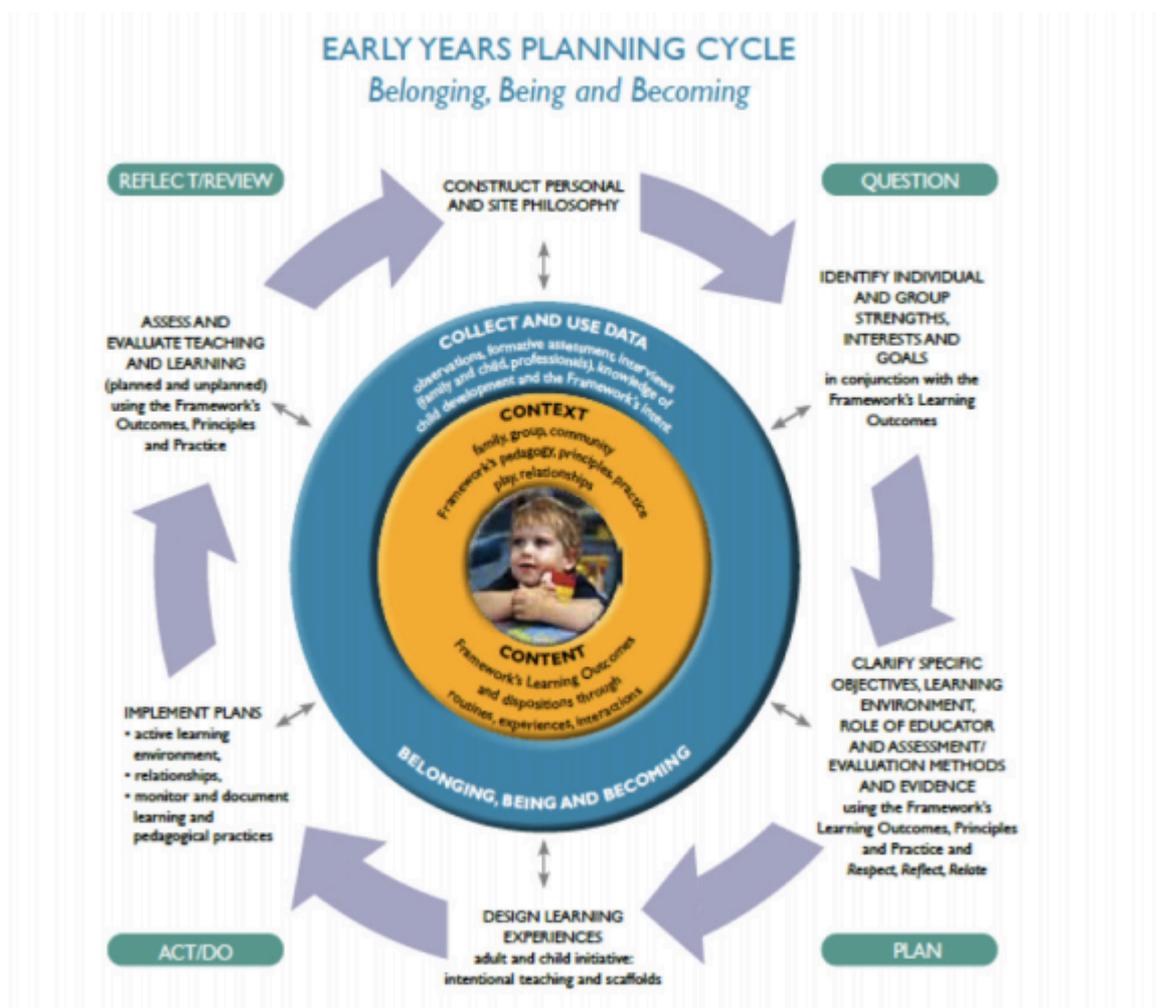
- Parent information evenings and celebrations.
- Individual parent interviews and being available for ongoing conferences as required.
- Quick and spontaneous interactions and communications with parents and families.
- Parent assistance in the classroom.
- Inviting parents to actively participate in purposeful learning experiences e.g. Options Programme
- Masses, liturgies and morning teas.
- Assemblies

CURRICULUM:

Our Early Childhood curriculum and philosophy is informed by:

- The Principles, Pedagogy and Practices of the Early Years Learning Framework
- The Western Australian Curriculum and Assessment Outline
- The Western Australian Religious Education Guidelines
- The National Quality Standard

As educators we 'are deliberate, purposeful and reflective in (our) planning, documenting and evaluating of children's learning'. (CEO Early Years Positional Statement)



EYLF PLANNING CYCLE

ENVIRONMENT:

Our early year's environment provides play based, child centred learning experiences for all children in Pre-Kindergarten, Kindergarten, Pre-Primary, Year One and Year Two. Children's needs and interests guide the provision of our learning spaces.

We provide:

- Welcoming spaces and colourful, interesting displays.
- Programmed indoor and outdoor learning activities
- Developmentally appropriate and safe learning equipment.
- Open-ended complex materials that can be used in different ways to engage children and facilitate different types of play (eg: exploratory, adventurous and investigative).
- Opportunities for creative and artistic endeavours and individual pursuits both indoors and outdoors.
- An appropriate balance between play based learning and more structured learning experiences in all classes up to year two.

HEALTHY EATING:

At Kearnan College, we support the development of healthy, growing bodies by encouraging the children to bring healthy lunch food and snacks. We teach the children that their bodies need fruit and vegetables, bread and pasta and lots of water. We discourage lollies, chips and sugary drinks. Parents are supported to provide a broad, healthy diet for their children. We have a strict NO NUTS policy due to allergies.

ASSESSMENT:

Assessment is formal and informal, formative and summative. Assessment is reviewed regularly to determine its appropriateness and effectiveness.

	FORMAL (Standardised)	INFORMAL (Curriculum Tools)	PARENT FEEDBACK
KINDY	Screen of Communication Skills	Observations & Checklists – maths, literacy, fine and gross motor	Portfolio linked to outcomes Student summary
PRE-PRIMARY	On-Entry Testing	CARS Phonics Assessment – letter/sounds, blending and segmenting Running Records Oxford spelling test Stepping Stones	Sample books Parent teacher meetings Reports Learning journey
YEAR 1	South Australian Spelling Test PM Benchmark	CARS & STARS Stepping Stones Anecdotal Records Observation Survey	Assessment Books Parent Teacher Meetings Reports
YEAR 2	Observation Survey South Australian Spelling Test PM Benchmark	CARS & STARS Stepping Stones Anecdotal Records	Assessment Books Parent Teacher Meetings Reports

SCHOOL ORGANISATIONS:

Kearnan College offers single stream early childhood classes.

Pre-Kindergarten- 2hours Terms 2, 3&4 (Parents present).

Kindergarten -15hours per week.

Pre-Primary – Year 2 Full Time

The school believes in a dedicated literacy block every morning. We recognise this in the provision of DOTT timing.

We aim to ensure that our Early Childhood classes are staffed by teachers who are early childhood qualified and/or experienced. Our Early Childhood assistants have a minimum of Certificate 3 in Childcare and, where possible, Early Childhood experience.

Specialist subjects are offered in the early years. All staff are encouraged to employ early childhood philosophies and practices when teaching in our Early Childhood classrooms.

WHAT DOES LEARNING AT KEARNAN COLLEGE LOOK LIKE?

- Children are actively involved in playing and learning.
- Children are talking and questioning
- Teachers are planning and facilitating learning that is derived from their students interests.
- Children are manipulating and exploring their immediate environment and their world.
- Teachers are using a wealth of teaching and learning techniques balancing direct instruction, child directed learning, investigations and exploratory play.
- Teachers question and review their teaching critically incorporating new techniques based on recent research and early years pedagogy. This is supported and encouraged by school colleagues and leaders.
- Children are becoming intrinsically motivated learners supported by their classroom and school structures.
- Children are treated as unique and their creativity, imagination and individuality is cherished.
- Children are challenged to investigate, inquire and problem-solve in order to make sense of their world and develop life-long learning skills.