



QUALITY CARE & EDUCATION
FOR YOUR CHILD



Greek Orthodox Community Childcare Centre

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WELCOME TO THE 3-5 GROUP

This booklet will give you an understanding of the aims and goals we have implemented in this room. We look forward to working with you and your child and hope that the following year will be challenging and fun, developing each individual child's needs, abilities and interests.

PHILOSOPHY STATEMENT

- We believe that educators should create a home away from home environment.
- We believe that each child should be treated as an individual and to allow each child to develop at their own pace.
- We value each child's family beliefs, values and thoughts and we treat all information given as confidential.
- To create a warm and happy atmosphere and routine that is flexible.
- We value parent's opinions and encourage them to interact within their children's program.
- We believe that children should be given opportunities to develop and learn through play.
- We believe that the environment should be set up in an aesthetically healthy, safe and challenging way, so that the children can advance in all developmental areas.
- We believe that the children should respect their natural environment.
- We believe that the children are able to adapt the program and environment to the individual abilities, interests and needs of each child.
- We believe that it is important to focus on the process of learning not simply on the product of learning.
- We believe that the educators should use positive guidance techniques.
- We believe working as a team member promotes positive working relationships.
- We believe that children should learn about other cultures and be exposed to multi-cultural experiences, in order to develop an understanding and respect for them.
- We believe that multiculturalism should be integrated into the curriculum.

3-5 THEAS
Vickie Psagrellis
Educational Leader
3-5 Kindy/Pre Prep Teacher
Qualification: Diploma of Early Childhood

Philosophy as an Educator

- Children need to feel safe in order to engage in learning and build self-confidence. Children as learners need to develop positive relationships with adults and peers and develop respect for diversity in the community of which they are a part of.
- Children need to be engaged through inquiry and play-based learning to build on their knowledge and ability in order to achieve success. Learning experiences for young children need to develop their imagination, creativity, literacy and numeracy, co-ordination of fine and gross motor skills whilst developing the child's wellbeing and identity.
- As Educators, we need to PLAN learning experiences, INTERACT with children, MONITOR and ASSESS learning, and REFLECT on practice.

Philosophy as Educational Leader:

- To collaborate with each other provide curriculum direction and guidance and build the knowledge, skills and professionalism of educators.
 - Support each other to implement planning cycles.
- Ensure children's learning and development are guided by Learning Outcomes of The Queensland Kindergarten Learning Framework.
- Guide educators and families to understand the value of meaningful - Play-Based Learning and the importance of the Early Years for lifelong learning.
- Build a culture of Professional Inquiry with all staff to develop professional knowledge, reflect on practice and generate new ideas.

Dimitra Patsikatheodorou
Educational Leader
3-5 Kindy Pre Prep Teacher
Qualification: Bachelor of Education (Early Childhood)

I hold the belief that children are

- Curious
 - Competent and creative
 - Capable listeners
- Active producers of meaning and knowledge

- Researchers, discoverers and expressionists
- Naturally enthusiastic to learn and grow in the world around them.

Respecting and valuing children as knowledgeable meaning makers can create opportunities to empower children in taking ownership of and responsibility for their own learning. I value play as an important avenue for learning as it provides open-ended learning opportunities for children to be active in their own learning in natural, meaningful and engaging experiences. I believe all children can and have the right to learn. Responding positively and equitably to all children and families, I can create learning environments that support and encourage equitable access to learning. Fostering positive and productive relationships with families and the community where power is shared by all stakeholders is one of the most important aspects in being an effective teacher and in supporting and promoting children's learning.

Chrissy Sirianni
Certified Supervisor – Educator
3-5 Kindy Pre-Prep Room
Currently Studying Diploma of Children’s Services

I believe that each child is entitled to receive a nurturing, supportive and personalised learning experience. In my opinion play based learning and creating curriculum based on the children’s interest is paramount. I will endeavour to provide a feeling of security and trust to each individual child. Growing up in a multi-cultural country I will aspire to nurture a respect for diversity and care for our environment. I aim to encourage all children to try to work both independently and within a group to achieve a confident and positive self-worth. I will encourage all children to show empathy and form positive relationships with their peers and significant adults, also observing health and safety for themselves and others around them.

Sheetal Patel
Assistant Educator 2-3’s
Qualifications: Certificate 3 in Early Childhood Education and Care
Studying the Diploma in Early Childhood Education and Care

I believe that as an early childhood educator I am responsible for providing infants, toddlers and young children with positive learning experience. I strive to model respect and care for children. I believe children have the right to have their needs met and receive the proper education while in our care

Athena Kotzapetros
ISS Inclusion Support
3-5 Kindy Pre Prep Room

Certificate 3 Early Childhood and Education Support

I believe every child should be recognised as unique therefore no one learning approach is suitable for all. Building on a child's interests and experience is as great way to engage children to learn and an approach I utilise. I am an advocate of learning through play and the ability to understand child's learning approach. Following psychologist Lev Vygotsky's play and development theories. A classroom should be a safe and loving environment where children can be themselves. As well as the ability to gain friendships in the classroom. I believe a child's developmental journey requires working closely with all children and their families. To build a supportive structure for each child and a safe environment.

Kierra Papas
ISS Inclusion Support

National Learning frameworks that we use to guide our curriculums:

Early Years Learning Framework: Learning Outcomes

1. For children to have a strong sense of identity
2. For all children to connect with & contribute to their world
3. For children to have a strong sense of wellbeing
4. For children to become confident & involved learners
5. For children to be effective communicators

Outcome 1: for children to have a strong sense of identity

- Children feel safe, secure & supported
- Children develop their emerging autonomy, inter-dependence, resilience & sense of agency
- Children develop knowledgeable & confident self-identities
- Children learn to interact in relation to others with care empathy & respect

Outcome 2: children are connected with & contribute to their world

- Children develop a sense of belonging to groups & communities & an understanding of the reciprocal rights & responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible & show respect for the environment

Outcome 3: children have a strong sense of wellbeing

- Children become strong in their social & emotional wellbeing
- Children take increasing responsibility for their own health & physical wellbeing

Outcome 4: children are confident & involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence creativity, commitment, enthusiasm persistence, imagination & reflexivity & resilience
- Children develop a range of skills and processes such as problem solving, enquiry experimentation, hypothesising, researching & investigating
- Children transfer & adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place technologies & natural and processed materials

Outcome 5: children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts & gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and patterns systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking

QUEENSLAND KINDERGARTEN LEARNING GUIDELINES: LEARNING OUTCOMES

- Identity: Related EYLF learning outcome: Children have a strong sense of identity
- Connectedness: Related EYLF learning outcome: Children are connected with and contribute to their world
- Wellbeing: Related EYLF learning outcome: Children have a strong sense of wellbeing
- Active learning: Related EYLF learning outcome: Children are confident and involved learners
- Communicating: Related EYLF learning outcome: Children are effective communicators

Identity

- Building a sense of security and trust
- Acting with increasing independence and perseverance
- Building a confident self-identity

Connectedness

- Building positive relationships with others
- Showing increasing respect for diversity
- Showing increasing respect for environments

Wellbeing

- Building a sense of autonomy and wellbeing
- Exploring ways to show care and concern and interact positively with others
- Exploring ways to promote own and other's health and safety
- Exploring ways to promote physical wellbeing

Active Learning

- Building positive dispositions and approaches toward learning
- Increasing confidence and involvement in learning
- Engaging in ways to be imaginative and creative
- Exploring tools, technologies and information and communication technologies

Communicating

- Exploring and expanding ways to use language
- Exploring and engaging with literacy in personally meaningful ways
- Exploring and engaging with numeracy in personally meaningful ways

GOALS

For the children to...

- Develop their self-confidence and self-esteem
- Have a positive attitude to themselves, to accept limitations and be confident to take on a challenge
- Develop self-help skills
- Accept responsibility for their own actions
- Develop motivation and a love for learning
- Develop a spirit of inquiry
- Develop their concentration skills to focus and complete a variety of different tasks
- To interact with their peers, share and respect other belongings

- Acknowledge the achievements of others
- Develop fine and gross motor skills

These goals will be achieved by:

- Treating each child as a unique individual, allowing them to develop at their own rate
- Providing a safe, supportive learning environment with firm limits
- Creating a sense of security for the children by allowing them to participate in challenging experiences with confidence.
- Encouraging the children and teacher interactions that promote positive, active learning
- Allowing children, the time to explore the environment, make discoveries and develop their ideas
- Encouraging and guiding the children to relate to others socially, acceptable ways



A DAY IN THE LIFE OF A 3-5-YEAR-OLD

7:30 - 9:00	Morning activities (settling in)
9:00 – 9.15	Group time - focusing on literacy, Numeracy, Science or The Arts
9.15 – 10.00	Outdoor program / Indoor program – Small group & whole group learning experiences focusing on literacy, Numeracy, Science & The Arts (depending on weather)
10.15 – 10:45	Morning Tea and toilet transition
10.45 – 11.00	Group Time – focusing on literacy, Numeracy, Science or The Arts
11.00 – 12.00	Indoor Program / outdoor program – Small group & whole group learning experiences focusing on literacy, Numeracy, Science & The Arts
12.00- 12.20	Outdoor Game
12.20 - 12.30	Making of beds.
12:30 – 1.00	Lunch Time and toilet transition
1:00 – 2:30	Rest Time
2:30 – 3:00	Waking up, Toileting, shoes/socks and quiet activities
3:30 – 3:45	Afternoon Tea
3:45 – 5:00	Indoor/ Outdoor Play
5:00 - 5:30	Quiet Activities
5:30	Centre Closes

PLEASE NOTE: The Day's routine is very flexible. We are entitled 30 minutes of educational television during the day. Depending on the routine, we choose to view either in the morning or afternoon.



A FEW LITTLE REMINDERS

Requirements for our daily routine:

- 2 pieces of fruit daily
- water bottle
- spare clothes as children often get dirty exploring and experimenting in their environment
- A hat. We implement a "No Hat, No Play" policy at our centre
- Sheets in a sheet bag
- A small blanket in winter

NB: Children's toys are best left at home, with the exception of a security toy (eg teddy bear) that can help your child to settle into the group.

Please NAME everything your child brings to the centre. This ensures that nothing is lost or goes home with the wrong owner.

Please take time to read our notice board, located at the front of our room. This displays our program, daily doings and any other important notices.

RULES AND GUIDELINES IN THE 3-5's

- Children are to walk indoors
- We use our quiet voices indoors
- Children are to tidy up materials and equipment when they have finished using them, to leave the area inviting for others
- Books are to be handled carefully and with clean hands
- Book area is for reading books or resting quietly
- Aprons must be worn for all painting, messy and water activities
- Sand stays in the sandpit
- Water play equipment is to stay in the water trough
- We encourage children to sit at a table while working with scissors
- Return lids to felt pens when finished
- Chairs are for sitting on, Tables are for working at
- Manipulative equipment to stay in construction area



PARENT INVOLVEMENT IN THE 3-5 ROOM

We welcome and encourage parent participation in the program. It is a great opportunity for you to observe your child with their peers and for you to interact with your child in THEIR environment.

We understand that for full time working parents, it may be difficult to spend long periods at the centre, however, it only takes a few minutes to:

- Read a story
 - Help with a puzzle
- If you are able to stay a little longer, perhaps you could:
- Play a musical instrument
 - Teach us a game/dance/rhyme
 - Do a cooking experience with the children
 - Share any talents or interests
 - Assist with excursions

Please feel free to express any ideas in regard to our weekly program and tell us about anything exciting happening at home. We also ask you to tell us about any incidents that may affect your child's behaviour. To nurture this partnership ongoing communication is essential. To communicate with your child's caregivers should be part of your daily routine.



PLANNING AND PROGRAMMING

With two Qualified teachers and a third working towards a Diploma Qualification, we implement an Approved Kindergarten program. (Pre-prep) We follow both the Queensland Kindergarten Guidelines and the Early Years Learning framework. Using these frameworks, we provide a program that establishes the foundational skills required for school readiness. Our program is all about "empowerment", empowering the children with self confidence and a positive self-attitude.

Having developed a positive attitude, the children will not only have the confidence to attempt new tasks without fear of failure, secure in the knowledge that they have done something to the best of their ability and will have the confidence to meet and new challenges.

Within our group we cater for the individual child's needs, interests and abilities. Each child is observed on a daily basis and that is how our program is derived. We ensure that we plan experiences that cater for the wide age bracket in the 3-5's, so a program for kindergarten and pre-school age children is operating simultaneously.

Our program promotes:

Independence in:

- Toileting
- Care of belongings
- Following simple instructions
- Self-Help skills



Social Skills:

- To cope with a range of social situations and to form relationships with a variety of people ie: Caregivers, Peers, Parents, Students and Visitors

To function as a member of a group – share, take turns, enter play with peers

Concentration level – developmentally appropriate

Physical development - fine and gross motor muscle development

Desire to learn – explore their own interests and scaffold their learning

In the middle of the year, a parent meeting is scheduled for all parents to have a meeting with us to discuss your child's development.

Outdoor play

For all children to develop gross motor skills in a challenging, non-competitive environment.

Children are encouraged to test their skills and strengths by running, skipping, climbing, balancing, swinging, sliding, bouncing, crawling through tunnels and ball skills.

Tactile/fine motor experiences

Play dough/clay - for the children to explore the properties of play dough and clay, through the sense of touch. The manipulation of different textures develops fine motor skills and hand/eye co-ordination.

Water, sand and mud - for the children to explore and experiment with the different properties and textures of water, sand and mud. Maths and science concepts are related to these properties e.g.: volume, mass, weight. These experiences are also very relaxing and provide an emotional outlet.

Puzzles

For the children to develop their problem-solving skills, fine motor skills and concentration skills.

Blocks and construction materials

To encourage the children to experiment with materials that vary in shape and size. Children develop their reasoning skills, problem solving skills and social skills.

Dramatic play

For the children to develop their imagination by exploring and acting out in different experiences. The children develop their social skills by interacting and co-operating with others, sharing and self-help skills. Various themes are integrated into home corner, in order for the children to be introduced to the many roles within our community. For example: hospital corner, hairdressing corner, shopping corner, doll corner, office corner and many more that arise throughout the year.

Language

For the children to develop their listening, speaking and concentration skills, as they listen to stories, sing and read from a book. The children are also encouraged to respond and discuss details of stories, learn rhymes, have their caregivers write about their artwork or write the stories they tell.

Book corner

Book corner encourages the children to care for books and to use books as a means of clarifying or extending ideas.

SHOW AND TELL

Show and tell is incorporated into our daily program, later in the year, which enables the children to further develop their self-confidence to speak in front of their peers. Children are encouraged to bring along something different and exciting each week.

No toys please for show and tell.

Art

Working with art materials offers children opportunities to experiment with colour, shape, design and texture. As they engage in art activities, children develop an awareness and appreciation of pleasant sensory experiences which is the beginning of aesthetic development. For young children, the process of creating is what's most important, not what they actually create.

Artwork benefits all aspects of children's development, enabling them to learn many new skills, express themselves, appreciate beauty and have fun all at the same time.

Music and movement

For the children to develop their imagination and creative expression through music during planned group sessions and incidental experiences. Listening skills and the ability to move creatively with motor control are also developed through music. Children are exposed to many forms of multicultural music and a variety of musical instruments. The centre provides a formal music program conducted weekly by a professional, qualified musician.

A note on school readiness

The program that we offer at the centre prepares children for the "here and now". Through the program we equip children with the ability to think divergently, to gain self-confidence and to have a positive self-attitude. Having acquired these attributes, which they will need at school and throughout life, they will be able to readily adjust to the more formal school environment and have the confidence to meet any new challenges head on.

Corona Virus

Strict hygiene and cleaning processes and policies have been put into place to ensure the health and safety of all children, staff and families.

