



Next Steps Kindy Approach



The Early Years Learning Framework for Australia V2.0, 2022

Observe	Assess	Plan	Implement	Evaluate
<p>First and foremost, we build relationships with children to get to know them individually.</p> <p>We foster a sense of belonging, being and becoming through listening and valuing children's ideas and voices.</p> <p>We observe cognitive, emotional, physical and spiritual areas of development daily.</p>	<p>Each term we set individual and class goals based on observations.</p> <p>We identify areas in which children are emerging, exploring and extending in their learning journey.</p> <p>Goals are discussed with families to ensure continuity of learning between home and Kindy.</p> <p>We are continually evaluating children's learning based on their individual and group learning goals, what we know about the individual child, and our knowledge of child development.</p>	<p>All learning and planning is child-led and inspired by children's voices and ideas.</p> <p>Learning experiences are linked to continual observations and analysis.</p> <p>Programming aligns with our philosophy, the EYLF and the QKLG.</p> <p>We run intentional programs including:</p> <ul style="list-style-type: none"> • Japanese • Bush Kindy • Yarning with Mrs Mac • Flourishing Hearts • Music • Bravehearts • Nursing home visits 	<p>We use a variety of teaching strategies including:</p> <ul style="list-style-type: none"> • Intentional • Spontaneous • Child-led • Inquiry based <p>We have open-ended materials and loose parts available at all times to support children's creative play and learning.</p> <p>We embed literacy, numeracy, STEM and creative learning experiences in our daily routine.</p> <p>We model and scaffold children's learning throughout the day and act as facilitators to support their thinking and investigations.</p> <p>We value child to child learning and encourage peer collaboration to extend on learning.</p>	<p>We regularly review our own practice and how we plan for and document children's learning.</p> <p>We critically reflect weekly within classroom teams to evaluate our program, practices and teaching methods.</p> <p>As a whole team we reflect on our practice and programs with reference to the National Quality Framework. This informs improvement and innovation and is recorded in our QIP.</p> <p>We encourage children to reflect on their learning verbally and through drawing/ writing.</p>

What does this look like for the children?

Observe	Assess	Plan	Implement	Evaluate
Children will feel safe physically and emotionally, and as a result will be empowered to take risks, as well as make choices and decisions about their learning.	Children are actively involved in reflecting on their own learning and setting personal and collaborative goals. They will be involved in assessing and managing their own risk within their play.	Children will be involved in planning through leading their own discovery, exploring and making observations in their environment.	Children will have an overarching sense of wellbeing, gratitude, resilience and confidence. Children will resource their play based on their interests and ideas.	As children are engaged in play they will apply problem solving skills to extend their learning.

What does this look like for the families?

Observe	Assess	Plan	Implement	Evaluate
Families will feel valued as we maintain genuine positive relationships based on trust, respect and communication.	Families are actively involved in setting goals for their children.	Families will have access to current interests and plans and are encouraged to share comments and give input to extend on learning in the classroom.	Families are encouraged to contribute to the program by sharing their skills, careers, interests and time with the children.	Families will play a role in contributing to Kindy policies and providing feedback on programs and overall running of the Kindy.

Theorists

Observe	Assess	Plan	Implement	Evaluate
<ul style="list-style-type: none"> Bronfenbrenner- family, school and community directly influence child development. Maslow- individuals seek to fulfil a series of needs. Bowlby- children are pre-programed to form attachments with others. Gessel- Child development occurs within complex social and cultural contexts. 	<ul style="list-style-type: none"> Reggio Emilia- observing and documenting children's learning. Dewey- Observation through a lens of understanding the significance of what children see, hear and touch. 	<ul style="list-style-type: none"> Ellen Sandseter- risky play benefits well-being, development and risk management skills. Piaget- learning occurs through opportunities to connect new information to what is already known. Montessori – children are free to follow their interests and take the lead in their learning. 	<ul style="list-style-type: none"> Reggio Emilia- the environment is the third teacher. Vygotsky- children learn through scaffolding and intentional teaching. Dewey- children learn by doing, through a practical hands-on approach. Froebel- play is the natural, essential activity of childhood. 	<ul style="list-style-type: none"> Driscoll- evaluating through a cycle of reflection. Schon- two types of reflective practice, in-action and on-action.