

A strengths based approach:

In keeping with positive psychology our learning programs build on children's strengths.

Positive psychology focuses on the study of well-being, what makes us happier, healthier and more engaged in life.

'Strengths are natural, they come from within and we are urged to use them, develop them, and play to them by an inner, engaging desire... when we use our strengths we feel good about ourselves, we are better able to achieve things and we are working towards fulfilling our potential.' (Linley and Harrington, 2006)



Portfolios:

Each child has a portfolio which documents their involvement in the Centre's learning programs. The program includes assessment via learning stories, photos, discussion with families and evaluation by the children, educators and parents.

'Assessment for children's learning refers to the process of gathering and analysing information as evidence about what children know, can do and understand. It is part of an ongoing cycle that includes planning, documenting, and evaluating children's learning.' (EYLF p17)

Parents are always welcome to make a time to meet with their child's primary carer/educator or the room co-ordinator on an individual basis. Parent evenings are held 2-3 times each year. These child-free evenings usually include a guest speaker and time for parents to view their child's portfolio and meet with educators and other parents from their child's room. Educators are involved in reflective practice. The discussion and written feedback received from parents and families is integral in the planning and evaluation of learning and development programs at the Centre.

Waite Campus Childrens Centre

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Waite Campus Childrens Centre

Program Information Brochure



Centre Philosophy

We foster reciprocal connections between children, families and staff to create a welcoming and safe learning environment.

We promote relationships that support the children to:

-develop a sense of belonging and community

-respect and care for each other and the environment

-see themselves as confident, adaptable and capable

We provide a positive environment to promote active learning and development through play.

We recognise and celebrate our diverse backgrounds and the abilities that we all bring to our community.

We respectfully acknowledge that the land we learn upon is the traditional land of the Kaurna people and we value and support the principals of a reconciled Australia.

The learning curriculum at WCCC is based on our philosophy and the belief that early learning is about building children's identity as a learner. Young children learn through everything that they do and experience, their daily relationships, conversations, transitions and routines.

The Early Years Learning Framework (EYLF) is the national curriculum document for all services working with children from birth to age five. Our programs are consistent with those provided in other early childhood services including preschools. With children attending across all ages educators are able to develop strong relationships and deep understandings of each child in their years before school.

The National Curriculum as outlined in the Early Years Learning Framework (EYLF) establishes five key outcomes for children who attend early childhood services:

Children have a strong sense of identity

Children are connected with and contribute to their world

Children have a strong sense of wellbeing

Children are confident and involved learners

Children are effective communicators

The educator role:

All the people in a child's life play a key role in their learning. At the Centre the educator's professional judgments are central to their active role in facilitating children's learning. Through strategies including modelling, demonstrating, open questioning, explaining, exploring, engaging in shared thinking, problem solving and decision making, educator's daily teaching is both purposeful and attentive. Teachable moments are important to young children's learning and happen across the day.

Curriculum

Curriculum does not come in boxes of subjects or themes rather curriculum is everything that happens throughout the child's day at the Centre.

"curriculum encompasses all the interactions, experiences, routines and events, planned and unplanned, that occurs in an environment designed to foster children's learning and development" (EYLF p9)

Young children experience deeper and more meaningful learning through programs that build on strengths and interests. Children need to be actively engaged, and, with the support of interested and attentive educators, able to take the learning where they wish to go.

There is no 'list' of things that children will learn at the Centre as each child's learning is individually paced.

However, children from an early age participate in structured group times and other planned group experiences. The length of the group times increases with respect to the child's age with longer and more focused group experiences in Room 3.

For young children, play based learning *'provides a context for learning through which children organize and make sense of their social worlds as they engage actively with people, objects and representations.'* (EYLF)

