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Transforming Lives

Majella Catholic Primary School

Early Childhood Charter

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MAJELLA BELIEFS

At Majella we believe:

Learning Community

- Staff members collaborate and support one another to reflect on teaching practice and strive to learn new and better approaches to actively promote success in learning.

Parents and Community

- Parents are the first educators of their children and learning is optimised when home and school work in partnership.
- Collaborative relationships among teachers, families and the wider community enhance learning outcomes for students.

Relationships

- Positive relationships are the foundation for the efficacy of the school community.
- Respect, empathy and justice are pivotal to the relationships which exist between students, staff, families and the wider community.
- Successful teaching and learning occur when the student is valued as a whole person.

Learning and Teaching

- In a positive approach to learning and encourage it in others; we advance student learning based on our belief that all students have the capacity to learn.
- Effective teachers set high expectations for student learning, possess deep understandings of curriculum, use effective teaching methods to engage students and closely monitor individual student progress.

Learning Environment

- Students flourish in a safe, enjoyable and challenging learning environment where there are clearly stated expectations and routines and where they are supported to take risks.

Leadership

- We are all leaders who are accountable and aspire to connect, extend and challenge others.

- Designated leaders have a responsibility to drive vision and have ultimate accountability for all that happens within the school.

RATIONALE

At Majella Catholic Primary School, we believe that all children have the right to learn in a safe and nurturing environment, where their individual capabilities are recognised and strengthened. As educators, we strive to meet the spiritual, intellectual and emotional needs of each child in our care.

FAMILIES

Parents and families are the first and most influential educators of children and continue to play an integral part in their child's education. We recognise the role that parents play in supporting their child's education. We encourage open communication between home and school and invite and enable parents to be involved.

Relationships between the school and families are important and are built every day. Time is available for families to speak with teachers and teachers take opportunities to speak with families through See-Saw, phone, and face-to-face contacts at points of celebration or concern.

ENVIRONMENT

We believe an early years learning environment should be a welcoming, dynamic and interactive space that stimulates, challenges and engages children. At MCPS, we offer a flexible and open indoor environment that is responsive to the interests, abilities and learning needs of our children. Our indoor environments are carefully and thoughtfully planned to develop interaction, cooperation and participation thereby enriching children's learning and interests. We strive to promote an appreciation for nature and build a connection to the natural world by using natural and real world materials. Our displays are intentional and deliberate, supporting children in their current and future learning as well as documenting past learning. We encourage independence and active participation within our environments, allowing for choice and decision making in play, investigations and resource use.

The children are provided with opportunities to learn how to manage risks and develop a respect for nature. It is important that children are 'safe', therefore we set consistent routines and educate the children on boundaries, rules and limits within both the indoor and outdoor environments. We enable children to develop independence and responsibility by helping to care for our learning environment.

PEDAGOGY

Majella Catholic Primary School, in the early years, promotes students' learning in the five areas of the Early Years Learning Framework.

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

At Majella Catholic Primary School you will see:

- Children forming positive relationships with adults and other children.
- Children playing cooperatively and taking turns with others.
- Children communicating their needs for comfort and assistance.
- Children speaking confidently to others about their own needs, wants, interests and opinions.

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

At Majella Catholic Primary School you will see:

- Children showing appreciation and care for natural and constructed environments. They also have an awareness of the impact of human activity on the environment.
- Children showing an awareness of connections, similarities and differences between people.
- Children sharing their stories and symbols of their own culture with others.

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

At Majella Catholic Primary School you will see:

- Children being encouraged to engage in good practices with regards exercise, eating, sleeping, and hygiene contributing to good health.

- Children handling tools, pencils, objects, construction and malleable materials safely and with increasing control.
- Children engaging in increasingly complex sensory motor skills and movement patterns.
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OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

At Majella Catholic Primary School you will see:

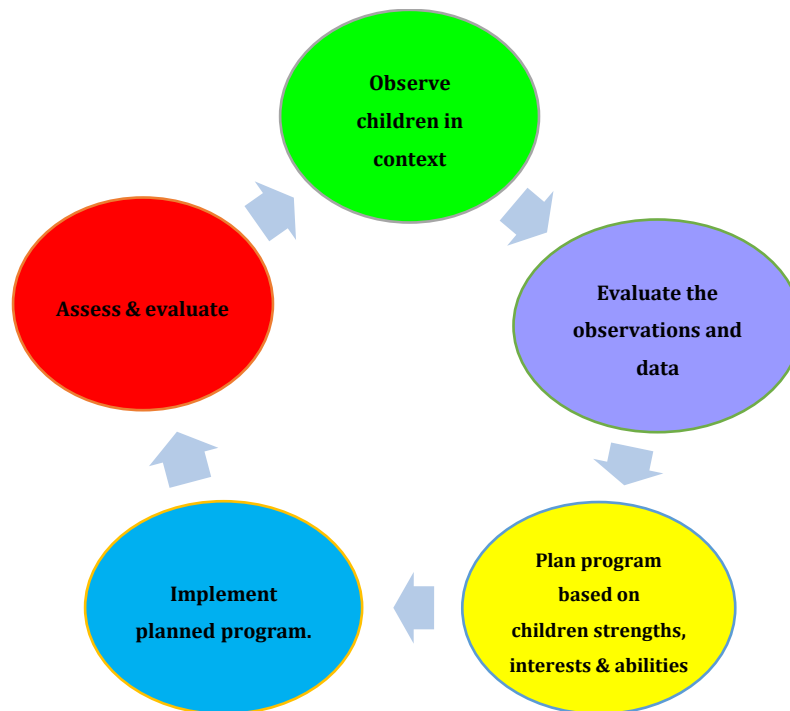
- Children are curious and enthusiastic participants in their learning. They also participate in a variety of meaningful inquiry based experiences.
- Children using play to investigate, imagine and explore ideas.

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

At Majella Catholic Primary School you will see:

- Opportunities for students to communicate in different ways for a variety of purposes.
- Children who are given the opportunity to exchange ideas, thoughts, questions and feelings and to use a range of materials including music, dance and drama, to express themselves, connect with others and extend their learning.

Teaching and learning cycle at Majella Catholic Primary School



In teaching within the EYLF pedagogy, we believe that all learning should be holistic and active, providing children with opportunities to be creative and think critically. Learning is integrated and interconnected, therefore our classroom environments, routines and planning allow for flexibility. Effective teaching and learning in our early years' classrooms involves the following strategies daily:

- Learning through play and investigations
- Cooperative learning
- Inquiry based learning
- Explicit Instruction

Learning through play

Play is a natural learning context for learners that captures their interests, absorbs their attention, allows for the expression of personality and uniqueness, stimulates a sense of well-being and enhances dispositions such as curiosity and creativity. Play enables learners to make connections between prior experiences and new learning, assists learners to develop relationships and concepts and encourages language, literacy and numeracy.

At Majella we see play in:

- Sensory centres
- Dramatic play centres
- Construction centres
- Art centres
- Fine motor practice areas
- Literacy & Mathematics mat sessions
- Discovery and investigative centres
- Obstacle course and gross motor areas

Cooperative Learning

Learning and playing together is vital for the development of oral language skills and social development. We use cooperative learning activities regularly within our program. Through this strategy, we offer children opportunities to work within small groups to achieve a common goal. Cooperative learning provides children with opportunities to be independent and take ownership of their learning within the group structure.

Inquiry Based Learning

At MCPS, we encourage inquiry based learning across the curriculum. This technique involves students in the learning process through focusing on open ended questions, problem-solving activities, provocations with learning intention and the use of critical thinking. We believe that children who become actively involved in their learning understand concepts better. Educators support children's thinking and learning by helping them to make connections between prior knowledge and current learning.

Explicit Instruction

At MCPS we believe that intentional teaching plays a vital role in children's learning. Teachers plan purposeful learning environments and tasks to actively promote learning and concept development. Many spontaneous teachable moments also occur throughout the learning day and are valued and utilised effectively.

Explicit Teaching Lesson Outline

INTRODUCTION	<p>Opening of the Explicit Lesson</p> <p>Introduce the Strategy/Concept</p> <ul style="list-style-type: none"> • State WALT (we are learning to) and WILF (what I am looking for) • Review prerequisite skills and knowledge – checking for understanding <p>Introduce the concept or skill to be explicitly taught and explain why students need to master the concept or skill</p>
<i>Students demonstrate understanding</i>	
I DO	<p>Body of Explicit Lesson</p> <p>Modelling (Think Aloud)</p> <ul style="list-style-type: none"> • Present new material in small steps • Model procedures - 'thinking out loud' • Provide examples and non- examples • Use clear language and avoid digressions • 3 C's = Clear, Consistent, Concise
<i>Students demonstrate understanding</i>	
WE DO	<p>Body of Explicit Lesson</p> <p>Collaborative/Guided Practice</p> <ul style="list-style-type: none"> • Guide students as they practice – require high frequency of responses. • Ensure high rates of success • Provide timely and explicit feedback, clues, and prompts • Have students continue to practice until they are fluent • Circulates the room and monitor/evaluate student practice by observing, asking questions and engaging students in focused talk • If students are not mastering the skill, return to 'I do' steps and reteach
<i>Students demonstrate understanding with high rates of accuracy</i>	
YOU DO	<p>Body of Explicit Lesson</p> <p>Independent Practice</p> <ul style="list-style-type: none"> • Individual work, differentiation for student levels • Circulate room and monitor individual student practice • Engage students in focused questioning and feedback • Students continue to practice until skills are automatic • Check and correct students' independent work to validate students' level of mastery
<i>Students demonstrate understanding with high rates of accuracy</i>	
PLOUGH BACK	<p>Closing of Explicit Lesson</p> <ul style="list-style-type: none"> • Review key concepts and consolidate understanding • Check _____ WALT _____ and _____ WILF _____

CURRICULUM

Planning

Planning Expectations are informed, knowledgeable and well planned and teachers get the most out of every student every day. As educators, we complete planning prior to the commencement of the programme of work incorporating play based experiences that are meaningful and will continue to build each child's skills and understandings. Our Early Childhood Team plan and create quality classroom learning programs, using the Western Australian Curriculum and MCPS scope and sequences, while being guided by their understanding of the EYLF and NQS. We also focus on the curriculum intent and knowledge of the students by having realistic expectations that are challenging and which allow children to reach their full potential.

Assessment

As demonstrated in our Planning Cycle, assessment forms an important part of our teaching and learning process. Formal assessments are completed in the Pre-Primary to Year 2 classrooms. This data is used to guide our current classroom teaching and future school planning. Our MCPS educators collaborate closely to examine assessment data and explore ways we can continually improve our practice and the learning opportunities for our children. Educator judgments and decisions are made and translated to everyday classroom routines, activities and teaching.

General Capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They complement the key learning outcomes of the Early Years Learning Framework - that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators.

The general capabilities included in the Australian Curriculum are:

- Literacy
- Numeracy
- Information and communication technology capability

- Critical and creative thinking
- Personal and social capability
- Ethical behaviour
- Intercultural understanding.