

North Brighton Kindergarten

Embarking on your child's journey towards formal education



Playing and learning on Boonwurrung country

LET'S WORK TOGETHER

WHEN FAMILIES, COMMUNITIES
AND KINDERGARTEN WORK
TOGETHER TO SUPPORT
CHILDREN AND THEIR LEARNING;
YOUNG LEARNERS DEVELOP A
SENSE OF BELONGING, A LOVE
OF LEARNING AND ACHIEVE
BETTER LEARNING OUTCOMES.

Part
nership

IT TAKES A VILLAGE

An Invitation

We invite you, as the first educator or your child, to be an active and engaged participant in your child's kindergarten journey.

We invite you to share your knowledge of your child.

We invite you to participate in our classroom

We invite you to contribute to our programs

We invite you to work along side us to ensure a positive beginning to your child's formal learning journey

The impact parents have cannot be replaced !

Beginnings

BUILDING RELATIONSHIPS

A solid foundation for learning and working together throughout the year.



OBSERVING CHILDREN

Noticing what children know, what they can do and how we can support and extend their learning



DEVELOPING PARTNERSHIPS

Valuing families knowledge, participation and engagement in children's year of learning.



Targeting **FOUNDATIONAL** skills to set children up for success in future learning journey

Social and Emotional learning

7 Important Social Skills for Kids



1. Sharing



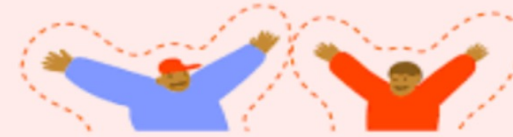
2. Cooperating



3. Listening



4. Following directions



5. Respecting personal space



6. Making eye contact



7. Using manners

These skills are the building blocks to all future learning.

These are the learning focus at the beginning of our year.

50 SOCIAL SKILLS FOR KIDS

<http://www.andnextcomesL.com>

1. Taking turns
2. Praising others
3. Celebrating successes
4. Helping others
5. Respecting personal space
6. Sharing materials
7. Asking for help
8. Being a good sport & a good loser
9. Asking permission
10. Giving criticism
11. Using appropriate voice tone & volume
12. Making an apology
13. Participating
14. Waiting until speaker is done before speaking
15. Being a good friend
16. Staying on task
17. Being kind
18. Using names
19. Encouraging others
20. Waiting patiently
21. Communicating clearly
22. Accepting differences
23. Listening actively
24. Conflict resolution
25. Following directions
26. Paraphrasing
27. Staying with the team or group
28. Complimenting others
29. Disagreeing politely & respectfully
30. Taking risks
31. Accepting criticism
32. Accepting no for an answer
33. Recognizing the difference between expected & unexpected behaviors
34. Resisting peer pressure
35. Sharing ideas
36. Making eye contact
37. Respecting the opinion of others
38. Compromising
39. Negotiating
40. Cooperating with others & working together
41. Using good manners
42. Thinking before speaking
43. Learning to forgive
44. Problem solving
45. Being a flexible thinker
46. Recognizing body language & nonverbal cues
47. Recognizing feelings of oneself
48. Recognizing feelings of others
49. Taking someone else's perspective
50. Understanding that my actions impact others

50 Paraphrasing

52 Following directions

54 Conflict resolution

impact others

50 Understanding that my actions

49 Taking someone else's perspective

Learning Dispositions

+ in Early Childhood +

Adaptable	Intuitive
Adventurous	Leadership
Analytical	Moral
Attentive	Motivated
Brave	Observant
Collaborative	Open-minded
Commitment	Opportunistic
Confidence	Optimism
Connected	Patient
Considerate	Perseverance
Cooperation	Playfulness
Courageous	Problem-solving
Creative	Questionative
Curiosity	Reflective
Determined	Resilient
Direction	Respectful
Empathetic	Risk Taking
Enthusiasm	Self-reliance
Ethical	Thoughtfulness
Flexibility	Understanding
Focused	Willingness

@growing.kind

An “I can do it” mindset

Beginning school with a toolkit of positive learning dispositions, children view themselves as capable, confident and successful learners.

Successful lifelong learners
are...

- Resilient
- Persistent
- Engaged
- Reflective
- Self Directed

LEARNER DISPOSITIONS

RESILIENT
We are brave

- I am willing to try new things
- I can bounce back from frustrations, failure or mistakes
- I can use my growth mindset to overcome challenges

PERSISTENT
We tough it out

- I stay calm and focused when something is tricky
- I know that when something is difficult I am learning
- I am determined to reach my learning goals

ENGAGED
We are excited about learning

- I make good choices about my learning
- I can manage distractions
- I am organised and ready to learn
- I can work independently and as part of a team

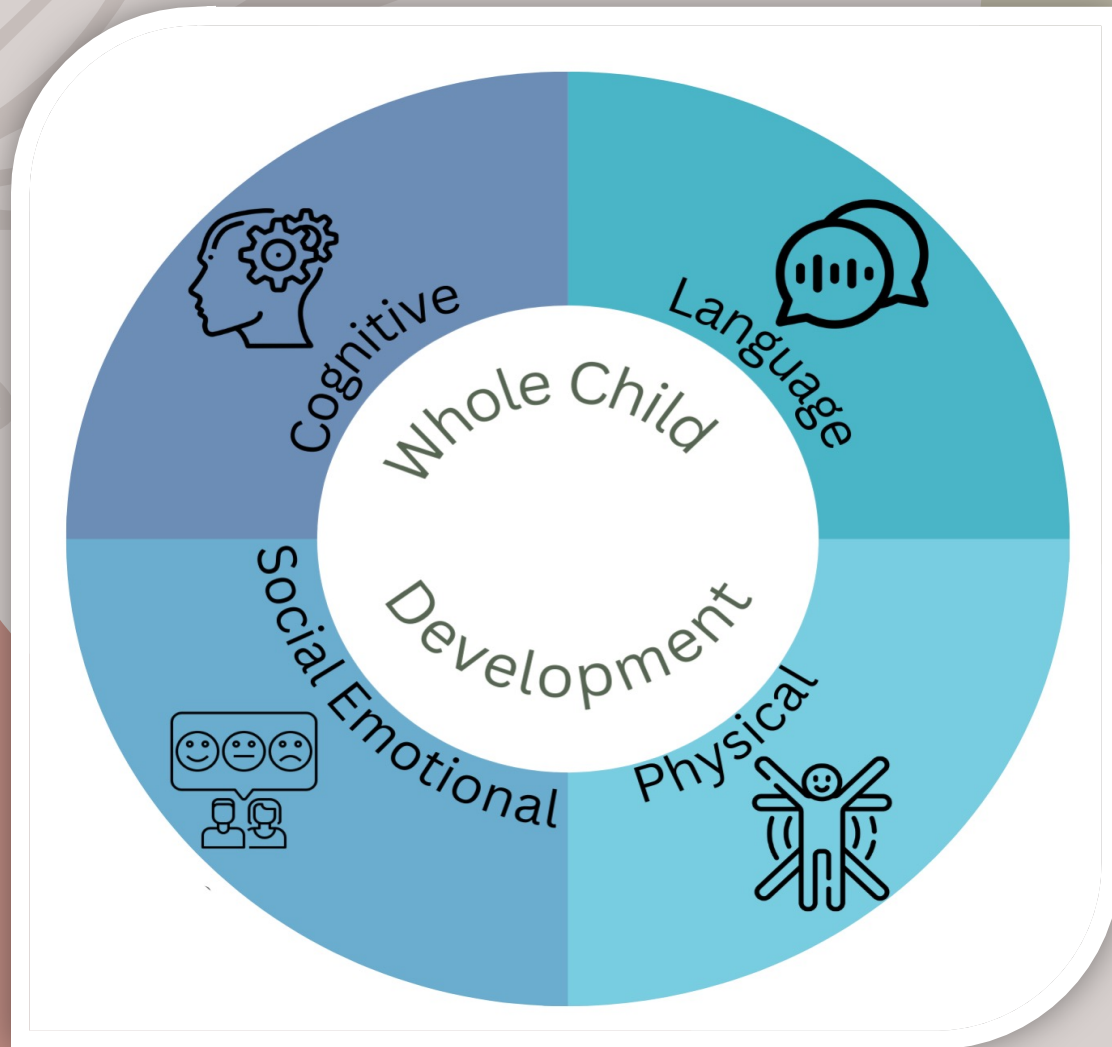
REFLECTIVE
We take time to think

- I can talk about my learning and where I'm going next
- I can be flexible and change my approach as I go
- I can set goals and grow as a learner

SELF-DIRECTED
We show initiative

- I am in charge of my learning
- I understand myself as a learner
- I am a strong role model for others
- I problem solve when I am stuck and take action

An Integrative play based program for “whole child” learning.



- The Arts
- Music and movement
- Drama
- Science
- Literacy
- Numeracy
- S-T-E-A-M
- Sustainability
- Health and wellbeing
- Physical play

An intentionally planned program, designed to develop and support the whole child.

Underpinned by the early years learning framework.



Making Art





Cognition
Thinking
Concentration
Persistence



Supporting social & emotional skills

- Taking turns
- Sharing play spaces & resources
- Working together
- Small group co-operative play





Literacy
Numeracy
Mathematical thinking





Physical Play
Health and Wellbeing
Sustainability



Domains of learning within the Early years learning framework



Emotional Maturity

Is able to deal with feelings age appropriately and separate from parent/guardian, isn't too fearful or impulsive and able to focus.



Physical Health and Well-Being

Good fine and gross motor skills, is independent in looking after own needs, physically prepared for school and able to sustain energy levels throughout the day.



Social Competence

Can play and get along with other children, follow rules and instructions, routines & accepts responsibility for actions, while showing respect for others.



Communication Skills and General Knowledge

Communicates needs and wants in a socially acceptable way, tell stories, says words clearly, has an age appropriate knowledge about life and the world and an ability to take part in imaginative play.



Language and Thinking Skills

Shows an age appropriate interest and ability in reading, writing, language & counting skills, shapes, size and colour recognition and easily remembering things.