

# Teaching and Learning Rationale

## Kindergarten

### Catholic Identity

**In Kindergarten, each student's Catholic Identity is fostered and supported by:**

- Our interactions with staff, children and family, which give witness to Christ.
- Raising Religious Awareness through the 'Let the Little Children Come' resource.
- Implementing the Making Jesus Real Program, including God Moments, where children are encouraged to recognise ways they live like Jesus each day.
- Daily prayer, stories and songs about Jesus and his friends.
- Having and using the prayer table as a focus for faith identify, reflecting the changes of each liturgical seasons.
- Each child's understanding of their uniqueness and that he/she is formed in God's image. For example, a class photo display of the children, fostering their sense of belonging.
- Engaging and encouraging children to participate in social justice initiatives such as free dress days to raise money for selected charities, food hamper appeals and Project Compassion.
- Incorporating Mater Christi's school motto, yearly mantra and Making Jesus Real into our daily teaching and conversations.

### Relationships

**We build relationships with students and families and encourage positive partnerships by:**

- Greeting every child as they enter the classroom.
- Building a strong rapport with the children through engaging in regular and meaningful conversation with each child.
- Welcoming parents and family members into the Kindergarten on a daily basis where they are encouraged to participate in a variety of ways including parent roster, grandparents day and the mini-marathon walk.
- Working with families to continually build, develop and nurture each child's academic, social, emotional, physical and spiritual competence.
- Ongoing communication with families through regular conversations about their child's development and learning.
- Communicating with parents through various platforms including parent teacher interviews, written reports, learning journey evening, making memories portfolio and online media sharing.
- Respecting family and cultural differences through the collection of student/family information and encouraging family contributions to the classroom program.
- Inviting families to celebrate special days as a whole school such as Mother's Day Mass, Father's Day Mass and breakfast, Grandparents Day activities, Learning Journey and Christmas concert.

### Confident and Involved Learners

**Our teaching and learning pedagogy allows each student to become confident and involved learners by:**

- Building a sense of security through the aims of the Early Years Learning Framework: Belonging, Being and Becoming. This is achieved through individually welcoming children into the classroom and fostering relationships through positive interactions and communication with each child.
- Considering children's interest and needs through oral discussions, formal and informal communication and applying children's interests into the learning program.
- Planning and implementing programs that allow and encourage opportunities to explore their own agency, inquire and investigate through play-based learning activities and centres.
- Providing time for children to reflect on their learning, ask questions and make statements during whole and small group discussions.
- Displaying the focus learning intentions of each learning area and the lesson objective.
- Allowing children to develop at their own pace, where they are encouraged to take risks and to be confident and independent learners.
- Supporting individual learning needs through small group sessions with a teacher or educational assistant and where necessary, adapt and modify programs using Individual Education Plans (IEP), Curriculum Adjustment Plans (CAP) or Group Adjustment Plans (GAP).

## **Learning Environment**

**The learning environment supports students as the third teacher by:**

- Creating an environment where children feel safe, secure and supported.
- Providing a stimulating and nurturing environment that encourages creativity and creative thinking. For example: discovery centres, tinkering tables and loose parts play.
- Having clear pathways and space for children to move freely. Visible and connected spaces allowing students to see and move from one space to another.
- Supplying resources that are age appropriate and easily accessible including resources that provide provocations and help students explore different perspectives.
- Incorporating the use of sustainable materials including natural, reusable, recycled materials such as tubes, stones and shells, invite exploration, construction and creativity.