

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.