

St Jerome's Early Childhood Year Level Charter

3 Year Old Kindergarten to Year 2



This charter was developed in consultation with early childhood educators at St Jerome's Primary under the direction of the CEO Early Childhood Consultant. It is based on our philosophy of early childhood education here at St Jerome's and clarifies what the philosophy looks like at each year level.

Revised August 2018

How do we in 3 Year Old Kindergarten demonstrate our Philosophy.....

We ensure that we understand the cultural diversity and individual needs of each child by gathering general information about each child and their family. We also give families an opportunity to input their ideas into the programs. Parents are encouraged to be involved in the program through such initiatives as; parent information sessions, parent help roster, newsletters, learning journey display books and through our religious awareness programs. We hold community events throughout the year such as Mother's Day, Father's Day, Christmas, Easter and open Day Events.

We share the belief that each child and their family is unique through class activities such as the 'Belonging Wall Photo Display' and we respect and value the diverse backgrounds of each member of our school community by embedding cultural learning within the program.

We provide a positive and calming, homely environment that is also bright, colourful and inviting where children and families feel welcomed and accepted. We honour a holistic multi-sensory approach catering to the spiritual, emotional, social, physical and cognitive needs of each individual child. Emotional wellbeing and the development of social skills is a focus as is the physical domain through the development of fine and gross motor skills.

We develop the cognitive and creative domains by creating a safe environment that encourages risk taking by balancing safety concerns with appropriate risk taking to develop resilience in the physical domain but also in the cognitive and creative domains by always encouraging children to 'have-a-go.'

The program we provide is diverse and rich and play is an essential component of it. We plan to integrate many different types of play such as sensory, physical, creative, role and dramatic play.

We prefer to bring an aesthetic dimension to learning through a focus on the visual and performing arts 'languages'.

We carefully plan invitations and provocations for learning which consist of displaying collections of interesting and beautiful materials. In addition we create play spaces which encourage sensory and role play as well as dramatization. Our philosophy aligns with the Reggio Emilia practice which is 'open ended, open minded, and open hearted'. It represents a purpose for learning as well as values for living.

How do we in 4 Year Old Kindergarten demonstrate our Philosophy.....

We ensure that we understand the cultural diversity and individual needs of each child by recognising and acknowledging languages spoken at home and the children's interests and needs. We maintain regular contact with families and we respect individuals and enhance our relationship with the parish.

We respect and value the diverse backgrounds of each member of our school community and believe that each child and family is unique. We develop the program with this in mind through such activities as the 'Belonging Wall' and through units of work based on the family and 'All about Me.'

We provide an environment where children and families feel welcomed and accepted to come in to help settle their children and encourage parents to support the class teacher through the parent roster. We foster involvement in the school community through events such as Easter, Christmas, Mother's Day and Father's Day.

We honour a holistic approach to the education of each child by planning and documenting in the spiritual, emotional, social, physical and cognitive domains, in accordance with the Early Years Learning Framework, Kindy Curriculum and the RE Guidelines 'Let the Little Children Come to Me'.

We endeavour to implement the Early Years Learning Framework principles of 'Being, Belonging and Becoming' so that the children feel part of a safe and encouraging learning environment.

We use learning experiences to develop literacy and numeracy skills that are developmentally appropriate. Our outdoor environment is an extension of the indoor learning environment with a focus on inquiry and 'play based' learning. We incorporate with short sharp bursts of specific learning intentions which we endeavour to embed in everyday experiences.

How do we in Pre-Primary demonstrate our Philosophy.....

We show that we respect and value the diverse backgrounds of each member of our school community. We ensure that we understand the cultural diversity and individual needs of each and their family is unique through special programs such as 'Friendly Schools'.

We endeavour to provide a comfortable safe environment with consistent boundaries for all children and we work closely together as colleagues to maintain the lines of communication with each other and with the specialist teachers in the best interests of all our students.

We provide an environment where children and families feel welcomed and accepted. This is achieved through our 'Open Door' policy where parents are invited to become involved through the parent roster, accept invitations to talk in class and attend 'Special Day' events.

We honour a holistic approach aiming to develop the spiritual, emotional, social, physical and cognitive domains for each child. This permeates our whole program as we cater to different learning styles and differentiate the curriculum to cater for the academic needs of all students. We use learning experiences to develop literacy and numeracy skills that are developmentally appropriate and embrace nature-based play with a fluent flow between indoor and outdoor play.

We create a 'safe' environment where children are encouraged to take risks in all domains. We encourage a 'growth mindset' that challenges the idea that a student cannot go beyond their capabilities but rather that wherever a student is currently situated is simply a starting point and that dedication and perseverance can result in furthering success, however incremental this may be.

How do we in Year 1 demonstrate our Philosophy.....

We ensure that we understand the cultural diversity and individual needs of each child by ensuring that we develop a good rapport with each child and basing aspects of the program on the children's personal interests. We endeavour to maintain the lines of communication open between home and school through such initiatives as; parent interviews, seesaw and the parent communication book.

We show our belief that each child and their family is unique and we respect and value each child's diverse background. We support families in their parenting role and respect each family's beliefs and values about child rearing. We do this by providing an environment where children and families feel welcomed and accepted by establishing strong reciprocal relationships.

We honour a holistic approach to the education of our students not only focusing on the cognitive but also on the spiritual, emotional, social and physical aspects of a child's development.

We endeavour to create a 'safe' learning environment, where children are happily engaged in their learning and are willing to be challenged. We provide differentiated learning experiences to allow children to develop literacy and numeracy that are developmentally appropriate.

How do we in Year 2 demonstrate our Philosophy.....

We ensure that we understand the cultural diversity and individual needs of each child and believe that each child and their family is unique. Our programs reflect this as we work towards getting to know each child's special quality. We work closely with our colleagues to best support our student's needs.

We offer a flexible learning environment that fosters learning through 'hands on' and curriculum based opportunities to ensure success for each child. Home communication supports the link between home and school via seesaw where parents are involved in the current focuses and achievements of their child.

We understand the importance of reciprocal relationships and partnerships for learning. We show that we respect and value the diverse backgrounds of each member of our school community by endeavouring to develop positive relationships with families enabling us to better understand each other's perspective, talk through concerns and support children together.

We honour a holistic approach to education seeing children's learning as integrated and interconnected therefore we pay attention to children's physical, personal, social, emotional wellbeing as well as cognitive aspects of learning.

We use learning experiences to develop literacy and numeracy skills that are differentiated and developmentally appropriate. We promote a classroom culture that promotes hard work, effort and persistence, developing a classroom that fosters the idea of learning being a more important goal than good grades and achievements thus we promote an environment where hard work, effort and the smallest of achievements.