

**KINDY  
CONVERSATIONS  
~ 2016**



*Image from <http://acidstag.com/2015/09/14/louis-the-child-its-strange-ft-k-flay-new-single>*

**SARAH DENHOLM**  
Early Childhood Consultant  
Early Learning and Care Team  
[denholm.sarah@ceo.wa.edu.au](mailto:denholm.sarah@ceo.wa.edu.au)

**JO HARRIS**  
Consultant  
Religious Education & Faith  
Formation Team  
[harris.joanne@cathednet.wa.edu.au](mailto:harris.joanne@cathednet.wa.edu.au)

# PRAYER - DAY ONE

## READING - Luke 1: 57-66

Now the time came for Elizabeth to give birth, and she bore a son. Her neighbours and relatives heard that the Lord had shown his great mercy to her, and they rejoiced with her. On the eighth day they came to circumcise the child, and they were going to name him Zechariah after his father. But his mother said, 'No; he is to be called John.' They said to her, 'None of your relatives has this name.' Then they began motioning to his father to find out what name he wanted to give him. He asked for a writing-tablet and wrote, 'His name is John.' And all of them were amazed. Immediately his mouth was opened and his tongue freed, and he began to speak, praising God. Fear came over all their neighbours, and all these things were talked about throughout the entire hill country of Judea. All who heard them pondered them and said, 'What then will this child become?' For, indeed, the hand of the Lord was with him.

## REFLECTION

We wonder how our students will turn out. We have hopes for them – for friendship, love, a good life, prosperity, a goal in life and many more. We have fears and anxieties about how they will get on in life. The people said of John the Baptist, 'What will this child be?' While his parents, old as they were, knew there was something really special about him in God's plan, they also had the usual parental fears. They put their child into the protection and hands of God, as we should do with our students.

## RITUAL

*Light a candle for a student (either past or present) that you often wonder "What then will this child become?" Silently bring this child to mind and pray a prayer for them.*

## PRAYER

Loving God, as we encounter Your image in every child no matter what age, we ask for wisdom and Your grace to ...

See the wonder and awe of the world through the eyes of children

Acknowledge and celebrate their agency

Listen to their voices with respect and understanding

Celebrate with them as they live who they are called to be

Invite and nurture their full participation in life and community

Value their relationships and heritage

Commit ourselves to their right to dream, to seek meaning, to love and to grow in knowing that they are Your children loved by You.

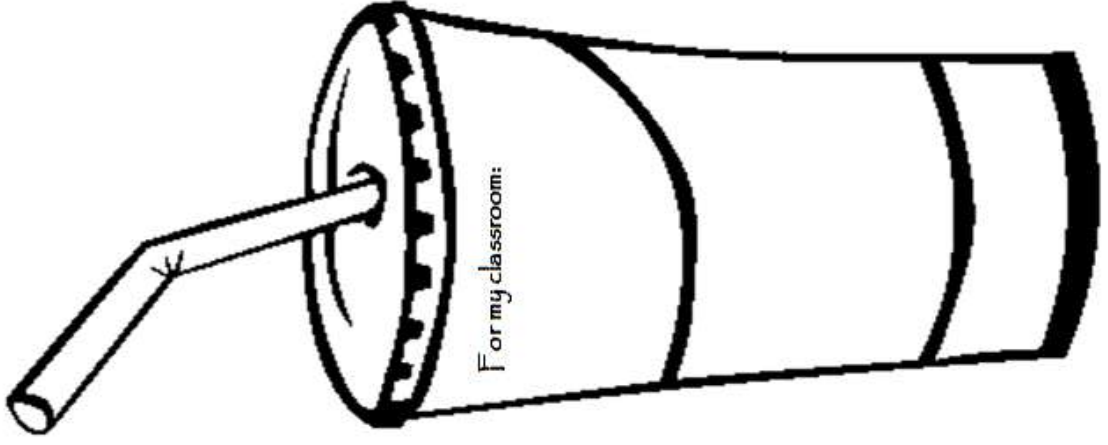
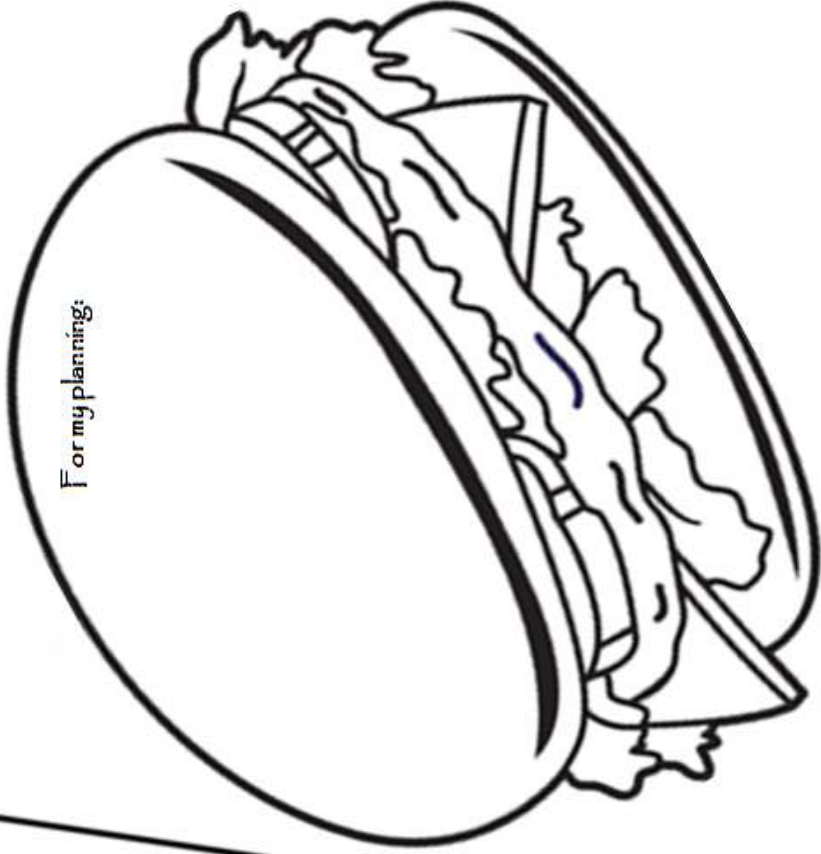
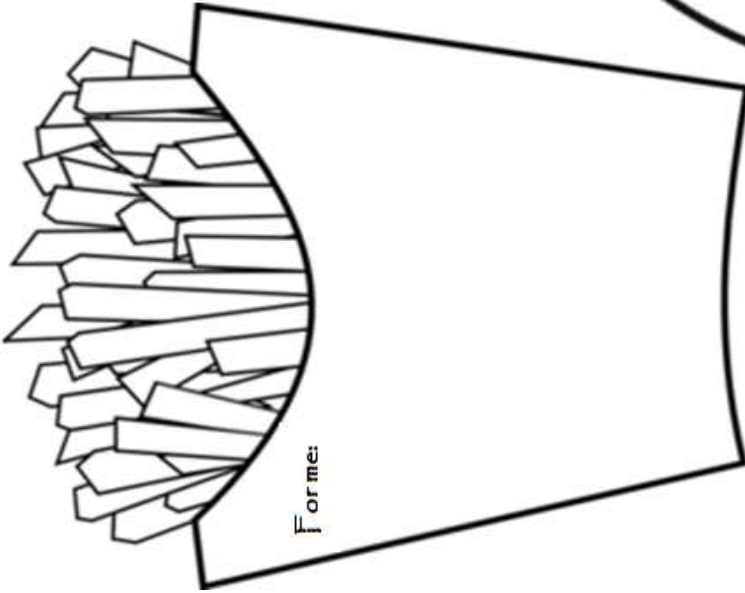
We ask this prayer through Jesus, the Child, the Adult, the Christ, Who lives with You and the Holy Spirit, Amen.

*Blow out the candle and keep it to remind you of your hopes and dreams for the child.*





# WHAT ARE YOUR TAKE-AWAYS?






## **MY IMAGE OF THE CHILD**

How is your image of the child evident in your classroom?

How does it fit with your school's philosophy?

Is this your belief or is it aspirational?



*Highlight key words related to how children are viewed, learning and development, provision and opportunity.*

## **K P STATEMENT**

School Curriculum and Standards Authority

<http://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/k-p-statement>

The Kindergarten and Pre-primary Statement sets out the expectations for the development of high quality Early Childhood learning and teaching environments in Western Australia.

**All Western Australian children have a fundamental right to high quality early childhood programs in Kindergarten and Pre-primary.**

Kindergarten and Pre-primary programs assist in the development of competent, confident and creative learners who grow to become responsible citizens. Children have a fundamental right to access high quality programs, environments and pedagogical practices that acknowledge and respond to each child's uniqueness in the way they develop, grow and learn.

**High quality early childhood programs for Kindergarten and Pre-primary in Western Australia are informed by National Frameworks tailored to community contexts.**

Educators use the *Early Years Learning Framework*, the Australian Curriculum and their own professional knowledge to develop high quality early childhood programs that are aligned with whole school plans and initiatives and tailored to community contexts. These programs take advantage of relevant research evidence and are refined and enhanced through reflection, analysis of data and ongoing professional learning. Educators have high expectations for all children's learning and demonstrate understanding of content and pedagogy of the *Early Years Learning Framework* and the Australian Curriculum, and the relationship between these documents.

**Kindergarten and Pre-primary children continue to develop effective learning and life skills through high quality early childhood learning, teaching and assessment practices.**

Children in these years continue to build foundations of effective communication (including Information Technologies), literacy and numeracy and are introduced to key ideas and concepts of other learning areas. Building effective learning and life skills require cognitive skill and strategies, social and emotional competence, cultural competence, physical and personal development and creativity to be addressed.



High quality programs complement and motivate children's natural curiosity, sense of fun and zest for learning. Educators provide opportunities for children to learn through an orchestrated balance of play, deliberate and intentional teaching and spontaneous experiences and interactions. Curriculum experiences are active, engaging, challenging and connected to children's lives. Children are encouraged to make decisions and take risks in learning, show initiative, make choices, reflect, problem solve and persist. Kindergarten and Pre-primary indoor, outdoor and temporal environments are used to enrich learning and reflect effective early childhood pedagogy for children of this age.

Educators' knowledge and ongoing assessment of each child's achievements, interests and dispositions are used to build on children's learning. They use assessment data to differentiate the curriculum to provide equitable learning outcomes for all children. Learning intentions are made clear to learners and educators encourage children to reflect on their learning and ways to improve. Educators monitor and evaluate children's learning, develop programs and, if required, access appropriate support to help individual children achieve their potential.

**Kindergarten and Pre-primary children have a positive sense of identity and wellbeing.**

For children to build a positive sense of identity, considerations of belonging, being and becoming are evident in programs. Educators support children to build respectful, reciprocal relationships that promote a strong sense of social and emotional wellbeing and assist them in working productively with others. Wellbeing is sustained through effective transition processes that support children in moving from home and children's services to Kindergarten and Pre-primary and the wider school community.

**Collaborative partnerships and effective relationships in Kindergarten and Pre-primary make significant contributions to children's learning and development.**

Educators acknowledge parents as children's first educators and involve families in supporting children's learning and contributing to the program. In Kindergarten and Pre-primary, collaboration and participation are important elements in sustaining parental involvement in children's learning. Effective partnerships with stakeholders that support children's learning and development are built on common goals and expectations, clear communication and mutual respect



# QUIZ

1. What is the mandated document/s to use in the Kindergarten Year in Western Australia?

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2. How many Principles are listed in the EYLF?

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3. Name outcome 2.

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4. Who developed the EYLF?

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5. What does pedagogy mean?

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## REFLECT ON YOUR PRACTICE

How do you make curriculum decisions in your setting?

What do you consider?



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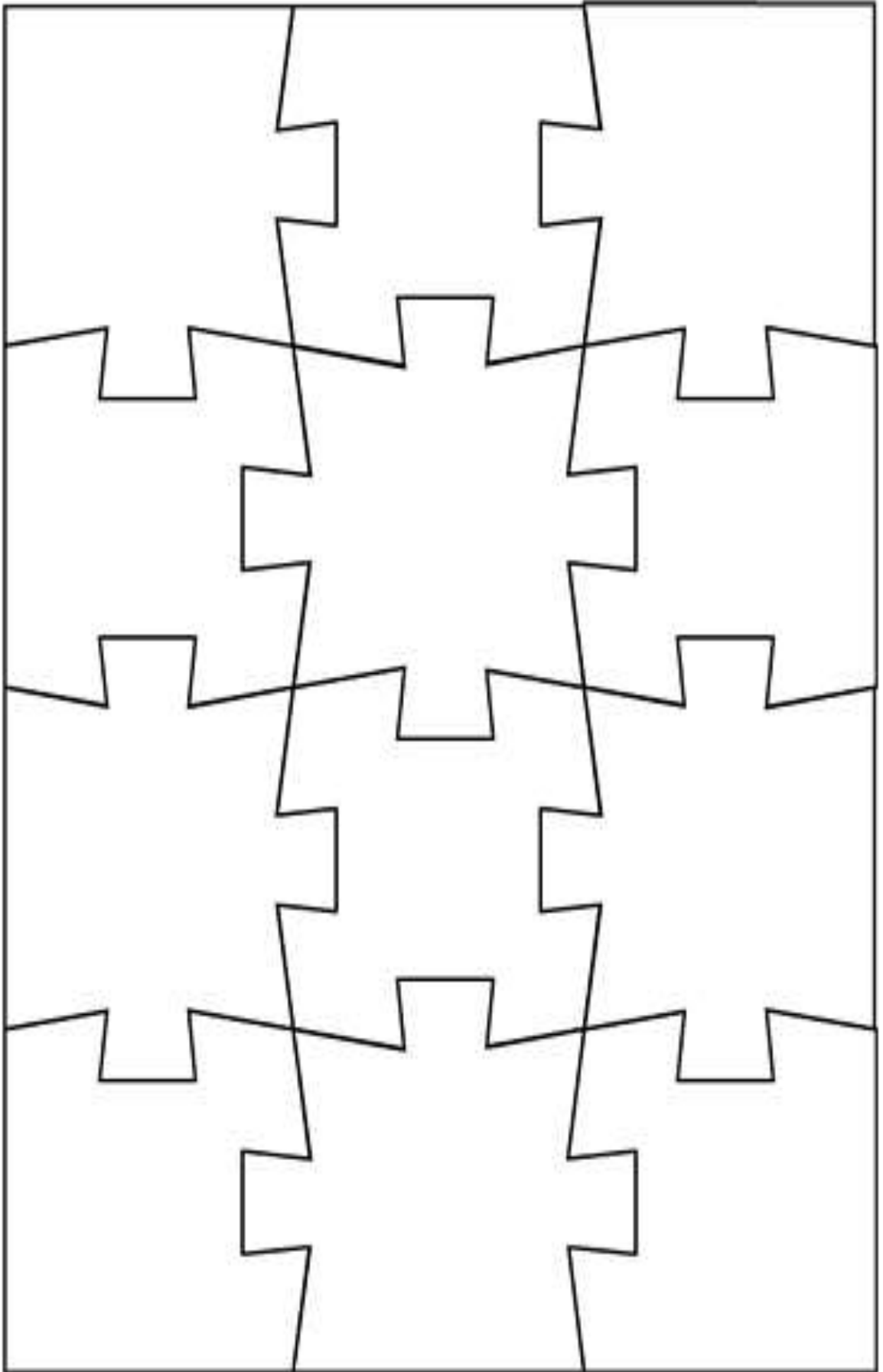
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Add your wonderings to our Wonder Wall.





# IDEAS JIGSAW



**PRAYER - DAY TWO**



<http://prayingincolor.com/handouts>

Jesus, who stands next to each one of us...

Help us to see joy in little things and nurture that joy in children

Give us confidence in our thoughts and theories and help us validate this confidence in children

Grant us courage to raise our voices in defence of the voiceless and help us to respect and understand the voices of children

Strengthen our belief in our capabilities and possibilities, and help us to engender that same belief in children

Encourage our full participation in the co-construction of knowledge, life and living and help us to make space for children to participate

Help us to value our histories, cultures and relationships, and those of children

Grant us the courage to dream, seek meaning, to love, be heard and understood...and grow in knowing we are all God's beloved children.

We ask this of our loving God, with whom you live forever.

*Amen*

## **WEBSITES FROM THE DAYS**

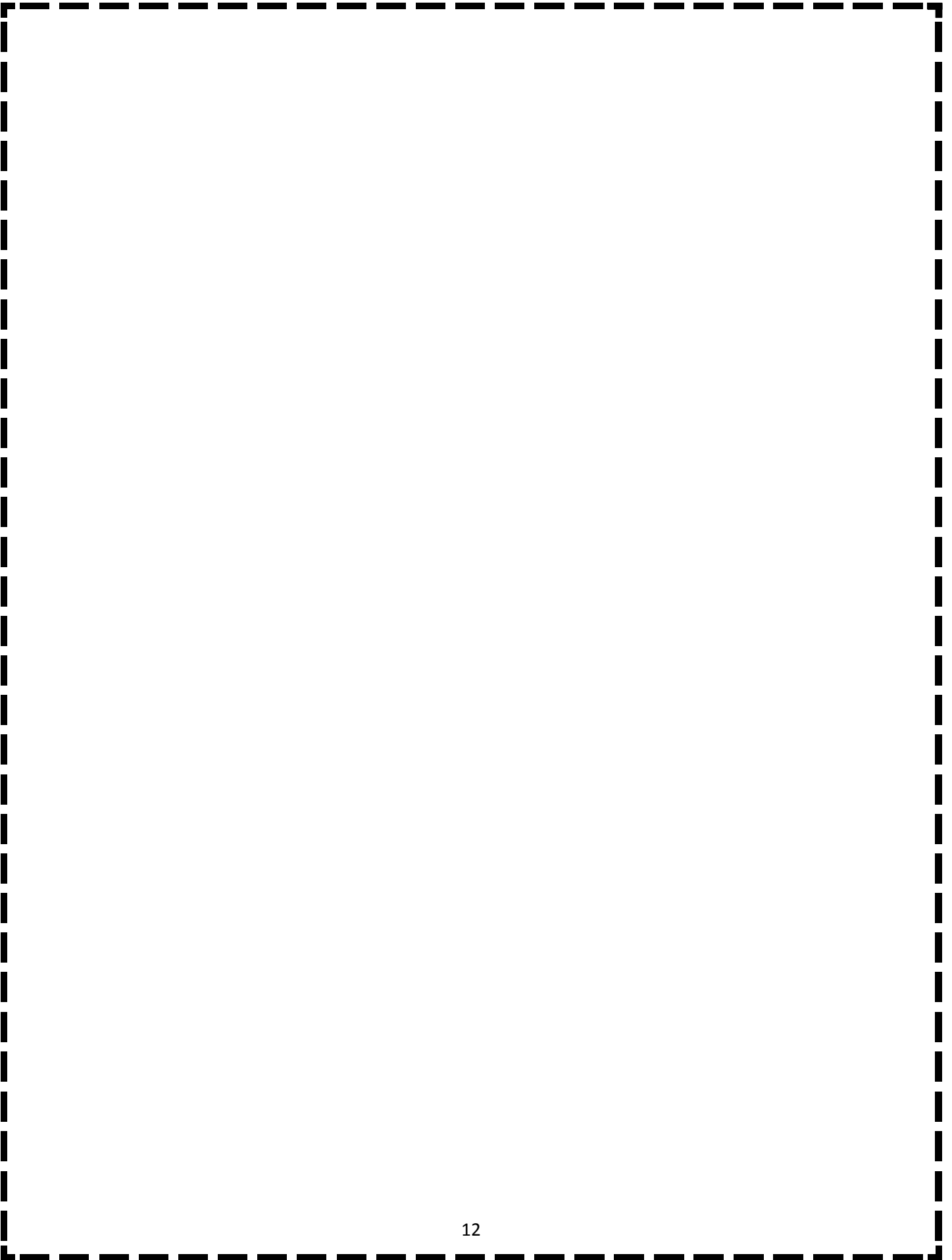
Easter ideas padlet - [http://padlet.com/harris\\_joanne/easterkindy](http://padlet.com/harris_joanne/easterkindy)



RE in the Early Years weebly - <http://reintthey.weebly.com/>

Early Years weebly - <http://earlyyears.ceo.wa.edu.au/>







# **CONTEXTUAL INFORMATION**

## **~HOLY WEEK**

<b>PALM SUNDAY</b>	
<b>THE LAST SUPPER</b>	
<b>THE DEATH AND BURIAL</b>	
<b>THE RESURRECTION</b>	
<b>THE ROMANS</b>	

## JOINING TOGETHERA

One great way that we can continue supporting each other and networking and sharing ideas is through Togethera.

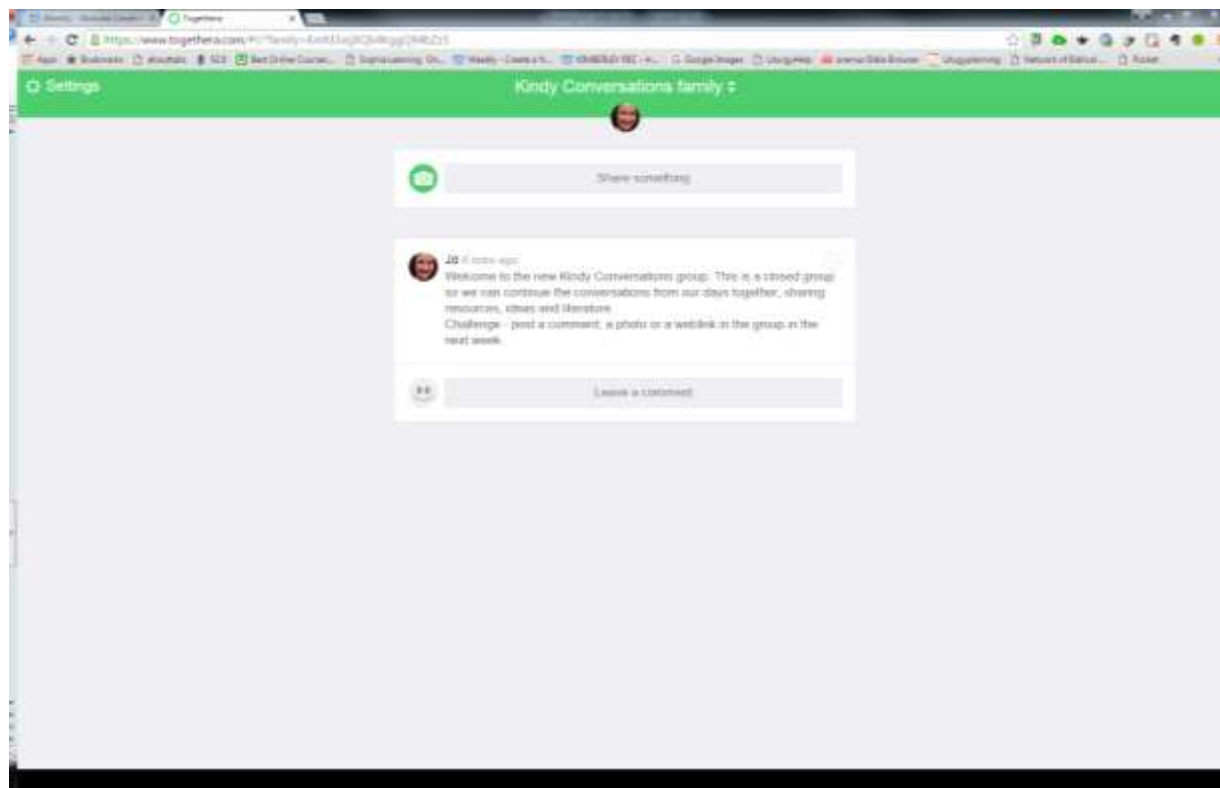


Togethera is an app or a website that allows you to organise a closed group. You will receive an invitation to join Togethera. Togethera is like a closed Facebook page where you can share ideas, resources, video and photos to promote a professional network, despite our vastly different locations.

To join, you simple need to download the app onto your device and then just click on the link in the invitation email. If you are doing it via the web, then you can just click on the link and it will take you through signing up.

You will get an alert when someone puts something new on the page, just like on Facebook. If you have any problems, please let Jo know and she'll see what she can do to help you.

I set you a challenge – to post something (a website, photo, resource or strategy idea on the Togethera in the next week. Alternatively, you could ask a question!!!!





**In the next week I plan to...**



**This term I plan to...**



**This year I plan to...**



Article 31 of the United Nations Convention on the Rights of the Child states that children:

**'have the right to play and rest -  
When I play, I use my imagination,  
I characterize, I explore, I discover, organise, I lead, I delegate, I contribute, and relate my  
ideas, I question,  
I compromise, I follow.**

**I work both co-operatively and  
independently, I create, I socialize,  
I practice caring and sharing, I regulate my emotions, I indulge my senses,  
I re-enact my experiences and tell stories  
through games, I negotiate and problem solve.**

**I am making sense of my world and my place in it.**

**I am learning through play  
for I will make a difference one day'**

*(Meerilinga Young Children's Foundation Inc 2012).*



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# FEEDBACK FROM KINDY CONVERSATIONS

## -DAY ONE (PERTH, MARCH 2)

The goals of the day are for participants to:

- ❖ develop a personal statement on their image of the child and then reflect on how this is reflected in their classroom practice.
- ❖ better understand the EYLF and the Kindy Curriculum Guidelines and how to use them.
- ❖ develop a bank of storytelling strategies, response activities to the Bible stories and ideas for Holy Week and Easter.
- ❖ have time to network and share ideas.

Did you feel that the activities throughout the days met these outcomes? Please explain your answer.

What did you find particularly helpful in the sessions?

What would you do to improve your learning today?



# FEEDBACK FROM KINDY CONVERSATIONS

## -DAY TWO (PERTH, MARCH 3)

The goals of the day are for participants to:

- ▶ develop a planning format that suits them and incorporates all important elements
- ▶ understand the context of the events of Holy Week
- ▶ create a list of children's literature to complement RE topics
- ▶ develop a greater understanding of the use of the environment in learning
- ▶ have time to network and share ideas.

Did you feel that the activities throughout the days met these outcomes? Please explain your answer.

What did you find particularly helpful in the sessions?

What would you do to improve your learning today?

What would you like to see covered in future Kindy Conversations PD – general curriculum and RE?

Thank you for your participation and feedback ☺