

Tatura Children's Centre

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Centre Philosophy

"Children learn through play"

Our Centre philosophy is supported by the following guiding documents and principles:

- The National & Victorian Early Years Frameworks
- Education and Care Services National Regulations and National law
- Reggio Emilia inspirations, practices and principles
 - Tatura Children's Centre approved RAP.

We use these to inform our curriculum and decision making at TCC. We implement an emergent curriculum and acknowledge the important role the educators, family, children, environments and community plays in our service. We are always striving to improve to ultimately facilitate an exceeding standard of early childhood education and care for our community.



Emergent curriculum and Project work:

An emergent curriculum approach is used across all rooms and involves children constructing their own interests which engages and builds upon their current knowledge. Our curriculum requires all educators to actively seek out and chase the interests of children. Flexible environments allow educators to be responsive to children's needs and wants as a whole, freeing them to construct knowledge together. An example of this was in 2020 when the new Tatura Library was built. The children were given the opportunity to have a tour of the construction site when the building process first began. The children wore safety vests and hats and watched the concrete being poured from the big cement pump truck. They also were given a turn at sitting on the big digger. Educators scaffolded the children's learning by providing them with a range of different construction based activities as they showed an increasing interest in the building of the Library and were observed engaging in conversations about what the builders were doing. Arts and craft activities such as painting using tractors and diggers were provided for children to engage in as well as small and large group play experiences with building blocks, vests, hard hats and tools. This allowed children to role play, experiment with and further build on their own ideas and knowledge. Regular visits to the Library construction site were also an important aspect of the children's ongoing learning as they could maintain connections with the building process and steps taken to construct such a large building.



Collaboration:

We believe that collaborating with children individually and in both small and large group settings means engaging with them in ways that are developmentally appropriate and meaningful for each child. This is considered valuable and necessary to advance cognitive development. Creating a collaborative environment requires Educators to provide children with opportunities to express their views and be genuinely listened to by caring, responsive educators. We also support and encourage children to talk, compare, negotiate, hypothesize and problem solve through group work. Educators ensure they provide children with many opportunities to express their ideas and views in ways that are meaningful. This view enables children to be active participants in their learning. Educators support this by creating aesthetically pleasing and inviting areas throughout the rooms to ensure there is spaces for small, large or individual play. Collaboration areas are created for children to engage in large group activities as we believe in joining together information from home, the centre and community which supports learning for all children. We provide 'memorable moments' sheets and encourage parents and families to use these regularly.



Teachers as researchers:

Within a teacher- researcher role it is essential to listen carefully, observe and document children's learning and work. Educators use a variety of styles and ways of doing this to ensure that each child's learning is recognised. Each room at TCC has a laptop and iPod to capture children's learning of which are displayed in a reflective folder for all families to view. We believe it is important to gain insight into a range of teaching and learning approaches, become more reflective educators, make effective changes and updates to our program and overall improve our practices. We do this by participating in educational research and development from personal studies and workshops right through to ongoing professional development days which are held annually. Educators reflect on their own teaching and learning styles and continue to revise their own personal pedagogy. Educators in each room ensure that there is an Atelier space for the children to work on projects and craft experiences. Children are encouraged to create, imagine and explore their own ideas.



Children's portfolio's:

Documentation communicates a child's learning process and achievements which helps children, parents and educators understand the social, emotional, physical and cognitive development of each individual. Different types of documentation serve different purposes, but mostly they provide opportunities to further a child's learning and development as well as allowing them to revisit experiences in order to extend on their ideas and knowledge. Documentation is displayed in each room's weekly reflection folders at an ideal height for children to access as they are encouraged to share and talk about with their families. Each child attending TCC has their own individual portfolio which has documentation from observations, learning stories, photo's and art work that outlines the child's daily participation, learning and development. This documentation is utilised as an assessment of learning as well as a form of communicating with families and children.

"For children, the portfolio's can act as a portrait of their learning journey"



Learning environment:

Our environments are considered to be the third teacher". We believe in creating learning environments that are welcoming spaces and reflect the lives and identities of children and families while responding to their interests and needs. The physical aspects of our environment support children's physical, social, emotional, language and cognitive needs. Through catering to different developmental needs we carefully organise space for small and large group projects and small intimate spaces for one, two or three children. We provide a range of activities and age-appropriate play materials that are changed to meet individual interests and enable children to choose from a variety of options. We also ensure that our learning environments are welcoming and inviting so that children feel comfortable, safe and secure to explore, discover and make choices and decisions. All rooms and outdoor spaces are designed specially to meet the individual needs of the children in each age group.

Documentation of children's art work and collections that children have made are displayed both at the children's and educators eye level. These displays are changed regularly.

Relationships with children:

Positive relationships with Educators help children to connect with others, build friendships and support children to self-regulate their emotions. Ongoing interactions with children assist them to feel safe, secure and free to explore, play and learn and contribute to their sense of identity. We provide children with opportunities to learn how to interact with others, respect other's rights, be assertive, be caring, negotiate and resolve conflicts. Developing these warm and respectful relationships with children also enhances their social and language skills. Fostering the children's interests and respecting them as individuals is important to our pedagogy and practices.

Source:

Developed Jan 2021
TCC Philosophy, TCC RAP,
Early Years Frameworks
National Quality Standards