



EARLY CHILDHOOD CHARTER

Infant Jesus School

At Infant Jesus School, our aspiration, is to provide a world-class Catholic school where students and staff flourish. As a **LEADing Learning School** the following **nine key drivers** support our beliefs and approach to developing successful learners.

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Infant Jesus School Early Childhood Charter

Our vision is that all children at Infant Jesus School are highly literate and numerate critical thinkers, who discover their true calling and serve their communities, local and global, to create the society envisaged by Christ.

At Infant Jesus School, each child is recognised as a precious and sacred gift from God with their own unique talents and abilities. We provide a Catholic environment that nurtures this individuality while enhancing a love of learning. We recognise that the experiences provided in the early childhood years are critical as they impact on later outcomes in life.

Our aspiration, is to provide a world-class Catholic school where students and staff flourish. As **A LEADing Learning School** the following **nine key drivers** support our beliefs and approach to developing successful learners.

We provide an environment where our children are -

Catholic Learners who are supported to develop a relationship with Jesus and attain the beliefs, values, attitudes, knowledge, skills and practices which will enable them to achieve Christ's vision of the human person.

Nurtured Learners who care, help, cooperate and build positive relationship in a happy learning environment where every student feels safe and has the opportunity to participate in all activities.

Play-Based Learners who learn through problem based play activities which motivate and enrich learning and provide all children with the opportunity to experience independence and guidance; free choice and direction; incidental and planned activities; individual and group work and free inquiry and intentional teaching.

Contemporary Learners who are provided with opportunities to make decisions and choices to suit their learning needs, deepen insights and meaning to empower, connect and challenge their thinking.

Motivated Learners who are competent, bring a wealth of knowledge to each task, are supported to take risks and develop an attitude of responsibility which promotes excellence and achievement of the full potential of each student.

Life-long Learners who are active in the learning process and develop skills in problem-solving, thinking, collaboration, communication and creativity through meaningful and purposeful tasks.

Innovative Learners who are challenged to be lateral thinkers and innovative problem solvers and use technology as a tool to enhance the learning in physical spaces that provide opportunities for practical hands-on experiences.

Connected Learners who are encouraged to mutual respect with one another and develop empathy and care. A healthy partnership is maintained between the home, parish and school.

Leaders as Learners where a passion for learning, knowledge of currently research, the concept of continuous improvement and high standards of professional practice inspire and engage others. All students are empowered to be leaders

We recognise parents as the first educators of their children and the first years at school seek to build upon home learning. Through our programs educators and educational leaders work collaboratively with parents to foster children's spiritual, physical, cognitive, social and emotional learning and growth. We respect the history, culture, language and traditions of all families and apply these to curriculum decisions. Families are welcomed, valued, respected and actively encouraged to work in partnership with educators. Partnerships are based on an understanding of each other's expectations, values and attitudes and build on the strengths of each other's knowledge.

Educators provide for holistic learning based on child development and this is implemented through appropriate early years pedagogy. They understand that learning is a synthesis of child initiated, adult guided and peer negotiated interactions, within the context of a distinctive Catholic program which aims to develop children as followers of Jesus in today's world

We recognise that learning occurs in a social context through purposeful interactions with both peers and educators. We believe that each child is a creative and independent thinker, problem solver and communicator who learns and develops through planned and spontaneous play-based experiences.

The pedagogy is a seamless blend of focussed and intentional teaching **within a play based learning environment. All children develop literacy and numeracy skills through problem solving, inquiry, experimentation, research and investigation.** Learning is differentiated according to specific needs, thus enabling opportunities for all children to experience success. Within the learning process children reflect, share, adapt and connect their understanding, knowledge and skills to a variety of contexts.

All educators are dedicated to their own learning and that of others. They are deliberate, intentional and reflective in planning, documenting and evaluating children's learning.

Definition

Early Childhood Education refers to all education provided to children from Pre-Kindergarten to Year 2.

Principles

1. Infant Jesus School educators recognise parents as children's first and most influential educators. Collaborative partnerships are developed with families based on the shared understanding one another's values and expectations.
2. At Infant Jesus School, each child is recognised as an individual with specific needs and potential. Individuals are valued and responded to within a safe, caring and positive Catholic learning environment that fosters a sense of community.
3. Infant Jesus School promotes learning as a life-long process.
4. The learning environment, curriculum and pedagogy offered is inclusive of all children and is developmentally and culturally appropriate.
5. Infant Jesus School Early Childhood Education is aligned to current research in development, learning and teaching as it applies to children from three years of age to eight years of age.
6. Infant Jesus School recognises the influence of the relevant system, state and national documents.
7. The Early Childhood Programs at Infant Jesus School involve learning that is a balance of intentional teaching and play based learning and provides children with opportunities to explore, discover, imagine and engage in purposeful and meaningful experiences.
8. The Early Childhood Programs at Infant Jesus School develop a positive attitude and expect age (developmentally) appropriate competencies in literacy and numeracy as these are essential for children's learning.

Procedures

1. The Early Years Learning Framework, NQS, WA K-10 Curriculum (Pre-Primary to Year Two) and Kindergarten guidelines are used to guide planning
2. An ongoing cycle of planning, documenting, evaluating and reflecting on children's learning underpins the educational program and involves educators in critical reflection to inform future planning.
3. Learning intentions and success criteria are shared and documented to guide and ensure the learning is visible for all children.
4. Learning is differentiated to ensure all children are achieving success.
5. Ongoing focus on teaching and learning in Literacy and Numeracy to ensure children are achieving (age appropriate) outcomes as directed by School Curriculum Standards Authority (SCSA) of Western Australia.
6. Children's learning and achievements are assessed through (but not limited by)
 - On-Line Entry Assessment (Pre-Primary only)
 - MTS Mathematics Assessment (Pre-Primary, Year 1 and Year 2)
 - Reading Level Assessment (Pre-Primary, Year 1 and Year 2)
 - Salisbury Word List (Pre-Primary, Year 1 and Year 2)
 - PAT Comprehension (Year 1 and Year 2)
 - PAT Mathematics (Year 1 and Year 2)
 - Speech Reports (Kindergarten)

7. Reporting and Feedback

- work samples, portfolios (rubrics)
- parent-teacher interviews
- learning journeys
- semester reports (Pre-Primary to Year Two)
- Seesaw (regular posts)

Period of operation:

1. Infant Jesus School provides a three-year-old program and offers sessions based on local need.
2. Infant Jesus School provides Kindergarten children with a minimum of fifteen hours per week from commencement of the school year.
3. Infant Jesus School provides Pre-Primary children with five full day sessions from the commencement of the school year.

Glossary / Definitions

Spiritual: Catholic schools are by their very nature places where parents choose to send the children because of the promulgation of our Catholic faith. The gospel values form the basis of our being and the children are supported to develop their spirituality within the Catholic view

Agency: being able to make choices and decisions, to influence events and to make an impact on one's world.

Curriculum: means all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development.

Environment: an active learning environment is one in which children are encouraged to explore and interact with the environment to make (or construct) meaning and knowledge through their experiences, social interactions and negotiations with others. In an active learning environment, educators play a crucial role of encouraging children to discover deeper meanings and make connections among ideas and between concepts, processes and representations. This requires educators to be engaged with children's emotions and thinking.

Intentional teaching: involves educators being deliberate, purposeful and thoughtful in their decisions and actions. It is based on the understanding of the child's current state of development and focuses on engaging the child to move to another level by providing experiences that enable children to think creatively, problem solve, investigate, explore and imagine in a meaningful context.

Learning: a natural process of exploration that children engage in from birth as they expand their intellectual, physical, social, emotional and creative capabilities. Early learning is closely linked to early brain development and provides the foundations for outcomes for later life.

Pedagogy: refers to the early childhood educators' professional practice, especially those aspects that involve building and nurturing relationships, curriculum decision-making, teaching and learning. In the early years all pedagogy needs to be developmentally appropriate and engage children to think creatively, problem solve, investigate, explore and imagine in a meaningful context.

Play-based learning: provides a meaningful context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations. Through play children explore, imagine, create, negotiate, investigate, come to understand their social standing and through this their standing in the world. Through this engagement, educators decisions and action build on children's existing knowledge and skills to enhance their learning.