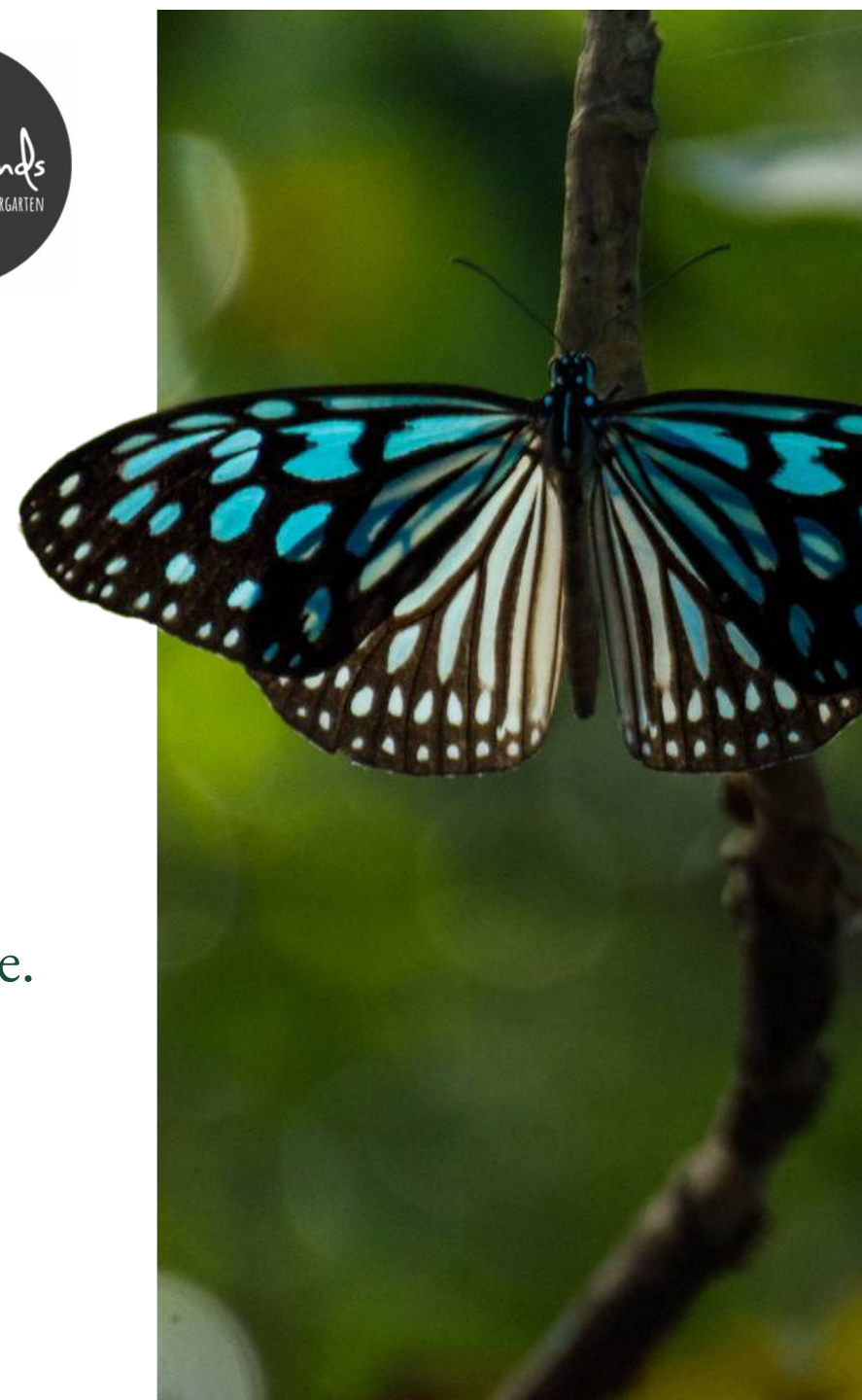


3yo and 4yo information.



KINDER INFORMATION.

Woodlands Long Daycare and Kindergarten Early Learning Centre.

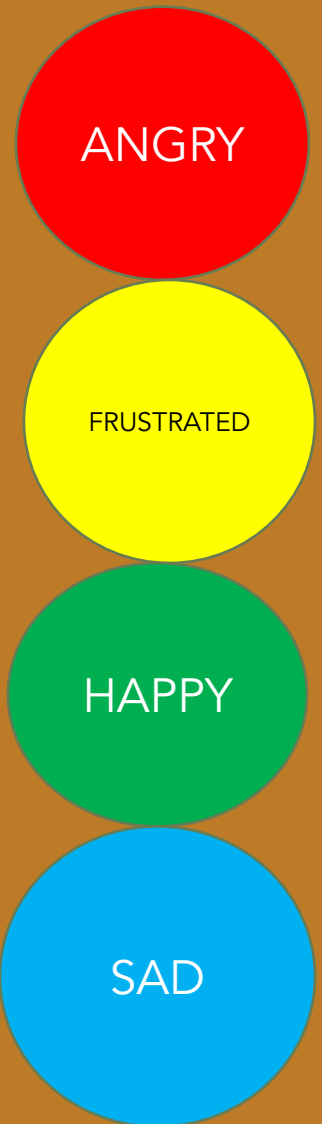


Social and emotional aspects for pre-schoolers' development are crucial for their ongoing and future learning, this will support their mental health long term and their learning and Early school success(Denham, 2006). Providing support to children to allow them to develop and try their own solutions, negotiate with others and make their own choices within a safe setting.

Children learn social and emotional skills just as they learn to read and write, through modelling, practice, making mistakes and through supportive relationships with teachers. The importance of Social and Emotional learning is recognised throughout the day to teach the skills needed to establish and maintain friendships, resolve conflict, recognise our emotions and develop self management and self-control skills. This development is further supported by educators throughout the day by scaffolding children's social and emotional development, being readily available to support children in solving problems and resolving conflicts and through our commitment to guiding children's behaviour.

Zone of regulation learning will be embedded throughout their learning.

In conclusion, Woodlands acknowledge the importance of families wanting the kinder rooms to prioritise Literacy and Numeracy learning through 'literally' writing and reading, however, based on the evidence it is crucial we as professionals prioritise social and emotional intelligence and regulation, to then be able to empower children's learning of literacy and numeracy skills.



Kindergarten programs and room rituals.

When does the funded programs run?

Three and four-year-old kindergarten programs are offered for 15 hours a week, a minimum of 2 days per week, the program will be from 8.30am-4pm Monday through to Friday.

The Kinder room will be stimulating, and challenging to ensure our commitment to children's learning. Woodlands value the important need of Children being ready, confident learners when embarking on their new learning journey, in a primary school setting.

Kinder guide for families:

<https://woodlandelc.zendesk.com/hc/en-us/articles/9528179009295--Kinder-at-Woodlands>

WOODLANDS <i>Rituals</i>	
6.30/7AM-8.30AM	FAMILY GROUPING FINISHING AND GO INTO ROOMS.
9AM-10.30AM	INDOOR/OUTDOOR FREE PLAY
9/9.30AM 10.30AM	PROGRESSIVE MORNING TEA
10.30AM/AFTER MORNING TEA, UNTIL CHILDREN ARE DISENGAGED.	GROUP TIME/QUIET PLAY: GROUP TIME DOES NOT HAVE TO BE FOR ALL CHILDREN, IF THEY DON'T WANT TO BE INVOLVED, ALLOW THE CHILDREN TO DO QUIET PLAY WITH OTHER EDUCATORS. NOTE: LEADING GROUP TIMES ARE TO BE SHARED AND DONE BY ALL EDUCATORS*.
11AM- ONWARDS	STRUCTURED INDOOR/OUTDOOR LEARNING. THIS NEEDS TO SUPPORT INDIVIDUAL GOALS, GROUP LEARNING INTERESTS, LITERACY, NUMERACY, SENSORY, CHILDREN'S WELLBEING, IN EACH ROOMS WEEKLY/FORTNIGHTLY EMERGING PLANS AND TERMLY CURRICULUM EMERGING PLANS.
11AM-1PM	PROGRESSIVE/COMMUNITY LUNCH INDOOR OR OUTDOOR.
1PM-2PM	REST TIME: YOGA, MEDITATION, CHILDREN REST ON MATS, CHILDREN DO QUIET SENSORY LEARNING ACTIVITIES. IT IS IMPORTANT FOR CHILDREN TO REGULATE AND CALM THEIR BODIES AND MINDS.
2PM UNTIL CHILDREN ARE DISENGAGED	GROUP TIME/QUIET PLAY: GROUP TIME DOES NOT HAVE TO BE FOR ALL CHILDREN, IF THEY DON'T WANT TO BE INVOLVED, ALLOW THE CHILDREN TO DO QUIET PLAY WITH OTHER EDUCATORS. NOTE: LEADING GROUP TIMES ARE TO BE SHARED AND DONE BY ALL EDUCATORS*.
2PM-3PM	PROGRESSIVE AFTERNOON TEA
2PM ONWARDS	ROOM TABLES STILL NEED TO BE SET UP, OUTDOOR GROSS MOTOR AND FREE EXPLORATION LEARNING NEEDS TO CONTINUE, EVEN WHEN EDUCATORS ARE GOING HOME. ROOMS NEED TO REMAIN OPEN, WHILE YOU STILL HAVE CHILDREN IN YOUR ROOM.
5.30PM/6PM ONWARDS	FAMILY GROUPING IN INDOOR PLAY AREA.

3yo and 4yo learning.

Art corner: needs to be accessible for children at all times.

Construction area: that is in not overwhelming with construction resources and is not in an open space.

Home corner: can be a quiet space that supports children's resilience and regulation learning. This can also be the cooking area, that connects to the children's outside environment and has learning intention behind it.

Book/symbols/reading area: needs to be cosy and an area that allows children to feel comfortable to sit or lay to look through books that will extend their learning curiosity and allow children to have time alone.

Music and movement: To help children develop skills, such as cognitive growth, problem-solving, self-expression and social development, as well as supporting children with the regulation of their emotions by learning to calm down, relax and control their feelings.

STEAM: Science and nature

Sensory: that challenges their senses, and allows children to explore different sensory learning.

Puzzles: ensure they are realistic puzzles that children are able to do successfully.

<https://woodlandsteam.zendesk.com/hc/en-us/articles/9030745701903--Woodlands-Kindergarten-funding-programs>



Kinder Funding.

The amount will be put onto your fees by Leadership, and divided within the 4 terms.

Free Kinder.

Victorian children who turn 3 years old by 30th April 2024 are eligible for the 3-year-old Free Kinder.

Victorian children who turn 4 years old by 30th April 2024 are eligible for the 4-year-old Free Kinder.

Only one service can be nominated at a time.

Only one year each of the 3 year old and 4 year old Kinder funding can be claimed.

A minimum of 2 days enrolment is require

Children can only receive Free Kinder funding at one service.

 **Three-Year-Old** per capita (15 hours).

 **Four-Year-Old** per capita (15 hours).

For more information:

<https://www.oac.edu.au/for-families/vic-kinder-funding/#:~:text=What%20is%20Free%20Kinder%20ofunding,approved%20kindergarten%20program%20in%20Victoria.>





Other types of Kinder funding.

Second year of funded Four-Year-Old Kindergarten:

In exceptional circumstances where a child is observed to display delays in key outcome areas of learning and development, a second year of funded Four-Year-Old Kindergarten may be considered in the best interest of the child:

- the kindergarten program is deemed to be the most appropriate learning program and environment for that individual child
- the child will achieve better outcomes at kindergarten than if they go to school.

School Readiness Funding (SRF):

Provides funding to enable access to resources to improve outcomes for children. This is completed by the ECT and Leadership team. There are three priority areas, Communication, Wellbeing, and access and inclusion.

Early Start Kindergarten (ESK):

Aboriginal and Torres Strait Islander ESK. refer to page 67 for more information.

- ESK grant for children from refugee and asylum seeker backgrounds.
- ESK grant for children known to Child Protection. refer to page 67 for more information.

For extended information, please see Campus Leadership.

<https://www.education.vic.gov.au/Documents/childhood/providers/funding/J641-Kindergarten-Funding-Gui>

School Readiness

School Readiness Program acknowledges that children's early learning experiences are crucial to their success in later life and that educators build and shape those skills that will see children flourish.

It will support children's:

- Wellbeing (social and emotional)
- Access and Inclusion
- Communication (language development)
- Literacy through Woodlands Reader program.
- Understanding healthy eating through conversations and children being able to bring their own lunchbox in term 3 & 4.



Reader 4yo program.

What is it?

A take-home reader program in a kindergarten class is a powerful tool for early childhood education, as it supports the development of crucial literacy skills and nurtures a positive attitude towards learning.

It Promotes Literacy, a way of encouraging family Involvement, Builds Fluency and Comprehension, as well as building on and developing Vocabulary and Language Skills.

**Embarking on a Journey
of Wonder**

Children will gain knowledge through:

