KALWUN

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KALWUN EARLY LEARNING PROGRAM BURLEIGH HEADS

PARENT HANDBOOK 2019

OUR VISION AND MISSION

Through the provision of high quality, professional, culturally appropriate and respectful services to "Our People" (our Elders, patients, clients, consumers, staff and wider community) we will contribute to people living long, healthy, prosperous and happy lives.

Kalwun Development Corporation Ltd will provide innovative and progressive services within a holistic framework. We endeavour to assist all people but more specifically Aboriginal and Torres Strait Islander individuals and their families. We strive to provide with equitable, reasonable and justifiable access to affordable housing and housing support, primary health care and dental services, aged care and disability programs and support, protection services for young people and children, support for parents and families, educational initiatives and emergency relief assistance.

We aim to ensure that our community remains strong in our cultural heritage and that the whole community has a level of respect and an appreciation of the Aboriginal and Torres Strait Islander history.

KALWUN VISION STATEMENT

"Our people live long, healthy, prosperous and happy lives"

ABOUT US

Kalwun Early Learning focuses on delivering a transition to school program to increase school readiness for Aboriginal and Torres Strait Islander children.

Kalwun Early Learning Program is a free service, which is the first of its kind within the Gold Coast region. "Strong Cultural Connection" will play a major factor in the delivery of the service. The program has a focus on ensuring the development of a "strong" child, encompassing building both strong communities and a culturally strong transition to school program.

All of your questions about your child's care are important. This booklet has been developed for you to read and understand the policies, procedures and daily routine of the Kalwun Early Learning Program.

The Kalwun Early Learning Program will:

- provide a warm, nurturing and safe environment that encourages the development of the whole child
- provide a smooth transition into Prep
- strengthen cultural identity
- provide qualified, experienced and caring staff to meet the needs of the individual child
- provide children with a variety of experiences that are designed to promote and extend their development
- get to know each child by observing them and learning about their interests and experiences through conversations with them and their families
- recognise the value of play in children's learning and development, with a strong focus on planning experiences that are based on children's current interests and strengths
- provide a support network for families.

CURRICULUM

EARLY YEARS LEARNING FRAMEWORK

The Kalwun Early Learning Program will be based on the *Early Years Learning Framework*.

The aim is to extend and enrich children's learning from birth to five years and through to transition to school.

It communicates these expectations through the following five learning outcomes:

- Children have a strong sense of identity.
- Children are connected with and contribute to their world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.

The Early Years Framework Australia, 2009

8 ABORIGINAL WAYS OF LEARNING

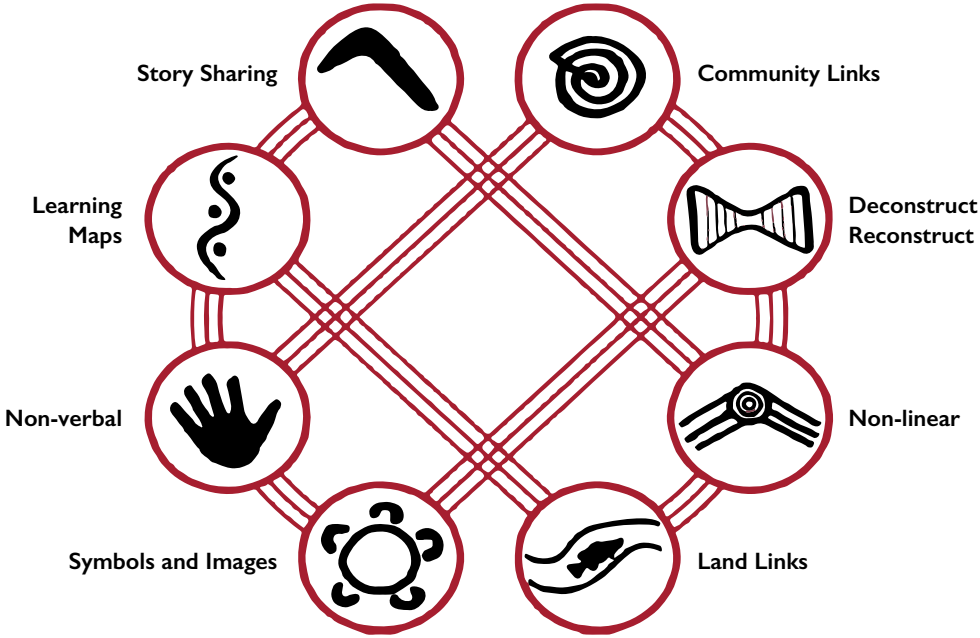
All of the unit plans implemented throughout the Early Learning Program embed the 8 ways of learning to better suit the learning needs of our students.

The *8 Aboriginal Ways of Learning* is a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques.

Teaching through Aboriginal processes and protocols, not just Aboriginal content, validates and teaches *through* Aboriginal culture and may enhance the learning for *all* students.

Common ground between mainstream and Aboriginal pedagogies:

- Learning through narrative
- Planning and visualising explicit processes
- Working non-verbally with self-reflective, hands-on methods
- Learning through images, symbols and metaphors
- Learning through place-responsive, environmental practice
- Using indirect, innovative and interdisciplinary approaches
- Modelling and scaffolding by working from wholes to parts
- Connecting learning to local values, needs and knowledge



We connect through the stories we share.

We work with lessons from land and nature.

We picture our pathways of knowledge.

We put different ideas together and create new knowledge.

We see, think, act, make and share without words.

We work from wholes to parts, watching and then doing.

We keep and share knowledge with art and objects.

We bring new knowledge home to help our mob.

PARTNERSHIP WITH YOU:

- Children's learning and wellbeing are enhanced when families and childcare professionals work together in partnership to promote the best outcomes for children.
- Quality care occurs when childcare professionals understand each child's family, culture and community, and when they use this knowledge to provide experiences in ways that are meaningful to the child.
- A partnership between families and childcare professionals involves sharing information, ideas, concerns and questions about the child.
- Parents and carers are invited to discuss our curriculum and the goals to be achieved through our curriculum.
- Various methods of communication are fostered to enhance the parent/carer, educator and school partnership including end of the day highlights, newsletters, emails and short discussions at drop off and pick up times.
- Partnerships are about relationships rather than activities.

INCLUSIVE EDUCATION

Inclusion involves taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes.

Kalwun Early Learning Program will ensure that all children's experiences are recognised and valued and they have equitable access to resources and participation and opportunities to demonstrate their learning.

Early Years Framework

FOUNDATIONS FOR SUCCESS

The *Foundations for Success* guideline builds on the principles, practices and outcomes outlined in the Early Years Framework to uphold its vision:

All children experience learning that is engaging and builds success for life.

Used alongside the Early Years Framework, Foundations for Success provides educators with additional guidance to implement a holistic program that extends and enriches learning for Aboriginal and Torres Strait Islander children in their Kindergarten year.

A holistic program is one that:

- reinforces personal and cultural identities
- connects with families and communities
- provides the foundations for children's successful learning.

There is a strong emphasis on "relationships" and the wider context of family and community.

PROGRAM HOURS

The programs will be delivered from Kalwun Child and Family Support Service, Burleigh Heads.

Wednesday 9.30am to 2.30pm

Thursday 9.30am to 2.30pm

Friday 9.30am to 2.30pm

The program will also offer a "Cultural Playgroup" to be delivered at Kalwun Child and Family Support Service, Burleigh Heads:

Tuesday 10.00am to 12:00pm

WHAT YOU WILL NEED

- Small backpack
- Lunch box
- One piece of fruit (morning tea)
- One piece of fruit (afternoon tea)
- Nutritious lunch
- One set of spare clothes (labelled)
- Wide-brimmed hat (labelled)

Example only

Please Note: Children are requested not to bring toys from home as Kalwun Early Learning Program cannot be responsible for any losses or breakages.

DRESSING TO SUPPORT CHILDREN'S PLAY AND LEARNING

The clothes children wear can affect the development of their self-help skills and independence. Each child will be provided with a Kalwun shirt and a pair of shorts. This is a compulsory uniform and must be worn daily. While we make every effort to protect their clothing during the day, we cannot avoid some of the minor spillages during activities. Please make sure that all clothing is labelled.

Footwear

Children need to wear safe, comfortable shoes that are fully closed. Please see example below.

Example only

POLICIES AND PROCEDURES

A copy of the Kalwun Early Learning Program Policies and Procedures are available for parents/carers to read at their leisure. It is encouraged to familiarise yourself with these policies and procedures as they include vital information that may affect your child such as:

- Sleep and Rest Policy
- Sun Protection Policy
- Child Supervision Policy
- Incidents, injury, trauma and illness
- Medical conditions
- Infectious Diseases and Exclusion Policy
- Immunisation Policy
- Enrolment and Orientation Procedures
- Waitlisting
- Cleaning

Please do not hesitate to ask your child's teacher for a copy of this information if required.

HEALTHY EATING AND PHYSICAL PLAY

Kalwun Early Program encourages good nutrition and recognises that it is essential to healthy living. Children are encouraged to bring a nutritious lunch each day. Please see the "Easy Lunchbox Ideas" handout for suitable lunchbox suggestions. To prepare children for school, it is recommended that parents pack a sandwich, wrap or crackers for lunch as staff will NOT heat food for children.

Example only

Physical wellbeing contributes to children's ability to socialise, concentrate, cooperate and learn. Physical activities at Kalwun Early Learning Program will encourage the development of fine and gross motor skills and will provide children with the foundations to develop independence and satisfaction in being able to do things for themselves.

ARRIVALS/DEPARTURES

Parents/carers are required to sign their child in and out of Kalwun Early Learning Program daily. The sign in and out book is located at the entrance to the room. Staff must be informed of the child's departure.

Please inform a staff member of any alternative pick-up or drop-off arrangements.

Photo identification will be requested from people not stated on the child's enrolment form. This is a legal requirement for child safety reasons.

DAILY ROUTINE

9.15am	Doors open, students put their bags and lunchboxes away. Students complete puzzles or read stories on the mat.
9.30am	Mat time. Songs, dancing and movement.
10am	Fruit break
10.15am	Literacy program / Jolly Phonics
10.45am	Intentional teaching / learning through play
12pm	Lunch and free play
1pm	Rest time
1.45pm	Story time
2pm	Afternoon tea
2.15pm	Pack up room and goodbyes
2.30pm	Home time

MORNING MAT TIME

Each day will begin with a brief morning meeting where the children and staff sit together to discuss the day's events. This allows the children and staff the opportunity to express and share their interests and ideas.

INTENTIONAL TEACHING

Intentional teaching is deliberate, purposeful and thoughtful. Educators who engage in intentional teaching recognise that learning occurs in social contexts and that interactions and conversations are vitally important for learning. It actively promotes children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills. It also uses strategies such as modelling and demonstrating, open questioning, speculating, explaining, engaging in shared thinking and problem solving to extend children's thinking and learning. Educators move flexibly in and out of different roles and draw on different strategies as the context changes. They plan opportunities for intentional teaching and knowledge-building. Intentional teaching also documents and monitors children's learning.

The Early Years Framework

LEARNING THROUGH PLAY

Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other's thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children's thinking and enhance their desire to know and learn. In these ways play can promote positive dispositions towards learning. Children's immersion in their play illustrates how play enables them to simply enjoy being.

Early childhood educators take on many roles in play with children and use a range of strategies to support learning. They engage in sustained shared conversations with children to extend their thinking. They provide a balance between learning. They create learning environments that encourage children to explore, solve problems, create and construct.

Educators interact with babies and children to build attachment. They use routines and play experiences to do this. Educators also recognise spontaneous teachable moments as they occur and use them to build on children's learning. Early childhood educators work with young children to promote and model positive ways to relate to others. They actively support the inclusion of all children in play, help children to recognise when play is unfair and offer constructive ways to build a caring, fair and inclusive learning community.

REST TIME

Rest time is an important part of the day's program. This allows children to regain energy from a busy morning. Music and stories will be played for children to listen to and books will be available for reading. Children will be provided with sheets for rest time. These sheets will be kept at Kalwun Early Learning and will be laundered daily.

ASSESSMENT/PORTFOLIOS

A portfolio containing samples of your child's work will be collated during the year. The aim of this collection is to demonstrate the development and progress that your child has made. These are a powerful record of your child's journey through the program. They include stories, photographs and samples of art and craft activities as well as observations of learning by the early childhood teachers. The portfolios are kept in the room and can be accessed by the children and families at any time.

Portfolios are given to the families/carers at the end of the year.

RISK MANAGEMENT

Children have a right to be protected from possible or potential hazards and dangers posed by products, plants, objects, animals and people in the immediate and wider environment. For this reason, thorough and comprehensive risk assessments will be completed on a daily basis.

EMERGENCY EVACUATION PROCEDURES

In case of an emergency, Kalwun Early Learning Program will follow the Emergency and Evacuation Procedure relevant to Kalwun Child and Family Support Service.

SCHOOL TERMS 2019

Term	Dates	Length
Term 1	Wednesday 6 February – Friday 5 April	9 weeks
Term 2	Wednesday 24 April – Friday 28 June	10 weeks
Term 3	Wednesday 17 July – Friday 20 September	10 weeks
Term 4	Wednesday 9 October – Friday 6 December	9 weeks

BLUE CARD AND POLICE CHECK POLICY

It is a requirement of the Queensland Government that all people working with young children undergo criminal checks. All staff hold a current Working with Children's Check Positive Blue Card.

HYGIENE POLICY

A child suffering from an infectious complaint (measles, mumps, chicken pox etc) must not attend Kalwun Early Learning Program for the period specified by the health department. Refer to the infectious diseases information available from your child's teacher.

Hand washing is the most effective way to eliminate germs and the risk of spreading diseases. With the support and guidance of staff, children will learn how to correctly wash their hands. Hand washing will be done at the beginning of the day as well as before meals. This will greatly minimise the spread of infectious diseases.

IMMUNISATIONS

A current copy of your child's immunisation record must be supplied upon commencement of the program. Kalwun Early Learning Program has the right to refuse children if they are not vaccinated. At the commencement of 2018, it became mandatory for all children to be vaccinated before attending the program.

Age	Disease immunised against
Birth	Hepatitis B
2 months	Diphtheria Tetanus Pertussis Polio Hib Hepatitis B Pneumococcal Rotavirus
4 months	Diphtheria Tetanus Pertussis Polio Hib Hepatitis B Pneumococcal Rotavirus
6 months	Diphtheria Tetanus Pertussis Polio Hib Hepatitis B Pneumococcal Rotavirus
12 months	Measles Mumps Rubella Hib Meningococcal C
18 months	Measles Mumps Rubella Varicella
4 years	Diphtheria Tetanus Pertussis Polio Measles (part of the MMR vaccine) Mumps (part of the MMR vaccine) Rubella (part of the MMR vaccine)

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