PRESCHOOL CONTEXT STATEMENT

Centre number: 4625
Centre name: JB Cleland Kindergarten

1. General information

- Preschool Director: Penny Weekes
- Postal address: 1A Gulfview Avenue
  St. Georges 5064
- Location address: 1A Gulfview Avenue
  St. Georges 5064
- DECD Region: Partnership of Greenhill Road South Schools
- Geographical location – 9 km from CBD
- Telephone number: 08 83796053
- Fax number: 08 83383784
- Preschool website address: www.jbclelandkgn.sa.edu.au
- Preschool email address: dl.4625.leaders@schools.sa.edu.au
- Enrolment/Attendance
  2013: 85
  2012: 75
  2011: 73
  2010: 77
  2009: 76
2. Key Centre Priorities

- Developing a learning environment that promotes children’s ideas through a culture of conversation.
- Engaging in an ongoing cycle of planning, documentation, implementation and reflection to achieve improved outcomes for children’s learning.
- Ongoing evaluation of the outdoor environment using children’s cues and ideas from everyday interaction.
- Incorporating children’s voice in the organisation and set up of both indoor and outdoor learning environments.
- You Can Do It Program.
- Respect, Reflect, Relate document used as a tool for assessing the learning environment, children’s wellbeing and involvement and staff relationships with children.

3. Curriculum

Our planning for children’s learning is guided by the Early Years Learning Framework – a foundation of Principles, Practice and Learning Outcomes to assist in designing and supporting the kindergarten curriculum.

According to the Framework, ‘curriculum’ in the early years ‘encompasses all the interactions, experiences, routines and events, planned and unplanned, that occur in an environment designed to foster children’s learning and development’.
Children have a capacity to initiate, construct and lead learning in many different ways. Our learning program comprises a combination of some planned activities with room for the curriculum to emerge and evolve as children’s questions, wonderings and little discoveries steer learning in new and unexpected ways!

The following beliefs underpin our planning for children’s learning:

- Play is the most powerful way children learn as it promotes creative flexibility in thinking; assists children in building their own knowledge and fosters language and social abilities;
- Parents have a unique knowledge and understanding of their child and are their first and foremost educators.
- Children have prior knowledge and abilities when starting kindergarten.
- The learning environment is stimulating, safe and enjoyable.
- There is respect for children’s diverse range of knowledge, skills, values, attitudes and dispositions.
- Children develop at their own individual level and in different ways emotionally, intellectually, morally, socially, physically and spiritually.
- Children learn when they are involved in initiating and negotiating their own learning, which is enhanced and supported by positive, challenging interactions.
- Children are encouraged to develop life skills, which foster a sense of resilience and optimism within themselves.
- Children need lengths of uninterrupted time and space (space to be alone, with a friend or with a group of friends) to maximize learning opportunities.

We foster an inquiry based approach to learning wherein children take ownership of their learning through active engagement, thinking, enquiring, questioning, critiquing and researching. Through this approach children play the role of architects of their own learning, designing the process and creating and building on their learning in unique and individualised ways.

4. Centre Based Staff

- Staff Profile
  - Director: 1.00
  - Teachers: 1.00
  - Early Childhood Workers: 1.00

The kindergarten also offers programs to meet additional needs of individual children:

- Preschool Bilingual Support Program – to provide bilingual support to children and families who have English as a second language.
- Preschool Support Program – to provide support for children with additional needs.
• Early Intervention Program – to provide support within the kindergarten to support and extend children’s learning.

• Gross Motor Skill Program – Let’s Move Program

• Performance Management Program – review and reflection - ongoing cycle of improvement.

5. Centre Facilities

• Buildings and grounds: The kindergarten has two large playgrounds which provide unique spaces for planned and spontaneous learning experiences. The outdoor structures have flexible and multiple uses which can change and transform play spaces by allowing children to create different opportunities for play. Play spaces have a range of mediums, surfaces and textures to meet the needs of children in particular for those children who live in apartments with minimal or no access to the outdoors. A Mosaic Garden, to the rear of the kindergarten, with the pergola, fencing, paving, and vegetable garden provided immense opportunities for exploration.

   The sandpit, creek, decks, boardwalks, soft fall climbing area, the verandahs, the secluded coves with benches and the grassed areas are all rich in potential play situations. Wooden railings installed around the grounds have ensured safety and access for children with additional needs.

• Capacity (per session) 45

• Centre Ownership: Leased from the Burnside Council

• Access for children and staff with disabilities