“In the eyes of a child, you are their leader through the journey of their life—you are influential”
Kathy Walker

We provide a play based intentional teaching and learning program and the Educators role is to inspire, support and guide children’s learning. Our educational learning style incorporates role modelling play to children by using their interest and scaffolding on their play. We make decisions for educating styles and different approaches on ways of educating children by using evidence based practices, collated through consultation, information, facts and research on early childhood development.

We consult with children about their learning, as acquiring their own voice leads to successful outcomes in learning. We have developed an Intentional Learning Program which is responsive to children’s ideas, interests, strengths and capabilities and work in partnerships with families to support the children’s learning which in turn, develops life skills for their future. Educators encourage children’s efforts and help them to extend their knowledge by talking with them about what they’re doing, by joining in their play, scaffolding their learning, and by helping them to solve problems. We encourage all children to participate and make decisions in our program.

Celebrations and special events are a large component of our Intentional Learning Program. At the end of the year families are consulted, and asked to contribute ideas on what celebrations or special events they would like to see included at our service for the following year. Each room educator is responsible for the planning of celebrations and special events, and final decisions are made about what to celebrate are a compilation of ideas from the children, families and educators. Occasionally educators team up with other educators to plan for an event; therefore they will be involved in two events. Part-time Educators can plan an event if they want to but it is not a requirement. The days of the events are dispersed over different days to ensure all children will have an opportunity to participate.

Excursions and incursions are an important aspect of the children’s learning and provide opportunities for first-hand experiences and are planned to correlate with the interests and learning focus of the children. We have included in our program an ongoing weekly music incursion which is at an additional cost to families and is rotated on alternate days half yearly to ensure while children are in attendance will have the opportunity to participate. All other excursions and incursions are at no additional cost to families; these costs are supported by the Clark Street Children’s Centre Fundraising Committee and the City of Port Phillip.

To ensure we provide a high quality Intentional Learning Program the City of Port Phillip offers great support and opportunities for professional development for all educators. The centre is closed for two days within a year for Professional Development and Networking, offering further learning and skill development for all Educators employed at the four City of Port Phillip managed centres. Professional Development allows for Educators to gain insight into current and innovative educational leaning programming practices. It is important
to be aware of new educating styles and different approaches on ways of educating children.

To further enhance our professional skills in learning and development we have formed many relationships with other professionals within the field to further explore quality care and education with children. Many networking groups have been formed to support educator within their roles which are facilitated by the City of Port Phillip, these include: Clark Street Children’s Centre Educator Meetings, Family Committee Meetings, Coordinators Service Network Meetings, Leadership Network Group, Childcare Coordinators Support Forum, Educational Leaders Network, Kindergarten/Schools Network, Kindergarten Network and Centre Leaders Network. These opportunities to share experiences of learning assist educators to reflect on what we ourselves do in practice.

We teach with the intention of achieving, and guidance from:
- Clark Street Children’s Centre Philosophy
- City of Port Phillip Early Years Plan
- Early Years Learning Framework for Australia-Being, Belonging, Becoming
- Victorian Early Years Learning and Development Framework-For all Children from Birth to Eight Years
- National Quality Framework

The Educators will guide your child’s learning by intentionally designing learning experiences. We provide an indoor/outdoor intentional learning program, which promotes an open door invitation for all children in the service to be involved in learning experiences in all rooms. Our learning experiences are designed to support and empower children to become independent, confident and active learners. The Intentional Learning Program has a respectful, inclusive approach to all children, families, educators and community.

**METHODOLOGY OF THE INTENTIONAL LEARNING PROGRAM**

As a team we have worked collaboratively to develop our own unique learning style. We explored and reflected on our practices in relation to documenting children’s learning and development both as individuals and as a group.

We have consulted with many reputable professionals in our field and with our own extensive skills, knowledge and education, have created an innovative way to make child’s learning visible and to which compliments and continues to achieve a high quality program which we are proud to deliver to children, families and the community.

We have assembled documentation tools which not only record children’s learning, but assist the educators to spend more quality time and interactions, providing opportunities for learning, interpreting learning, scaffolding for learning and extending learning for all children.

All of our Care and Education Team are responsible for the development of the Intentional Learning Program and all rooms deliver the same programming format to ensure consistency throughout the service. We have made a commitment to always explore new teaching styles, but consult with the team before implementing
The Kindergarten Teacher has a full day of planning every fortnight.

Early Childhood Educator for the Kindergarten Program (Band 3) - is allocated 9.10am-11.10am weekly

The Senior Educator (Band 5 is allocated 9.10am-11.10am weekly)

Octopus, Penguin, and Seahorse Room Early Childhood Educators (BAND 3) are allocated 1 hour a week planning time, but this time can be set up differently across each room. For example, each room is allocated 3 hours a week. Planning is allocated from 9.10am-11.10am and then again from 3.10pm-4.10pm in the afternoon. Some rooms choose to have one Early Childhood Educators (BAND 3) plan for the 3 hours duration and rotate every 3 weeks. This is up to the discretion of the individual rooms to manage.

The Early Childhood Educators (BAND 3) are not required to formulate the Intentional Learning Program, but all educators are required to reflect on and record, their reflections in the room Reflection Journal when consulting in regards to future learning experiences, the evaluation and future possibilities.

When a Senior Educator (Band 5) is absent, the Early Childhood Educators (BAND 3) are asked if they would like to take on the role of formatting the Intentional Learning Program. This is not a requirement, but there has never been a time when the Early Childhood Educators (BAND 3) did not take on the opportunity for further growth and learning. Early Childhood Educators (BAND 3) also produce learning narratives for both individuals and groups. All educators are responsible for the creation of the learning experiences.

We are also very fortunate to have extra non-contact time throughout the week for consultation or extra planning which any educator can book in the office diary. The Senior Educator (Band 5) is also allocated an extra hour 3 days a week when they are on late shift, which rotates every 4 weeks.

Our first Educator Meeting in January, offer the Room Care and Educating Teams the opportunity to discuss and make decisions on how they are going to manage their program expectations and responsibilities.

**DOCUMENTATIONAL TOOLS FOR OUR INTENTIONAL LEARNING PROGRAM**

**Educator Break Room Reflection Journal** - This is for all educators to use as a means to communicate, discuss, reflect and challenge our practices and principles. It is an effective way to communicate about issues that are topical to our service, and makes for effective and swift decision enabling positive change and continuous improvement.

**Room Diary & Educator Communication Book** - This is used by the educators to pass on messages to each other. This contains notes to self or other Educators which are not shared as it is confidential and may have information which sensitive and private.

**Family and Educators Communication Journal** - This book is encouraged for families to communicate any ideas, feedback and reflections regarding the Intentional Learning Program, practices or procedures. It is also encouraged to be used for information regarding your child’s daily care needs including; teething, changes to routine, sleeping, toileting, etc. Family contributions are greatly appreciated.
**Room Observation Documentation Book**-This is used by educators to record and collect information about individual children. These can include observation which educators document learning and development (for example, running records, anecdotal records, time sampling). The Room Observational Documentation Book, may also include conversations with children, families, colleagues and other professionals.

**Children’s Interest/Learning experiences**-This is used to record individual interest of the children on each day of attendance. The children’s interests are used not as the focus, but as a beginning to engage and extend on skills and development in all areas of learning for today, tomorrow and the future.

**Children’s Weekly Learning**-This is used to observe the children as a community of learners. It is a documented summary of the collaborative response to learning and learning experiences. Educators reflect daily as a team, identify and record a common goal or interest share by the group.

**Individual Observation Summary**-This document is used by educators to analyse and interpret information which has been collected on the individual child. It is an essential tool, as it guides educators to effectively and meaningfully summarise what learning and development has occurred for the individual child and to track their progress. It allows educators to discover what children know and understand based on information collected from: Educator Break Room Reflection Journal, Room Diary & Educator Communication Book, Family and Educator Communication Journal, Room Observational Documentation Book, Room Observational Documentation Book, Children’s Interest/Learning experiences, Children’s Weekly Learning. Educators may also use samples of work and photos in their collection of information to interpret children’s learning. The children’s summaries are to be given to families twice throughout the year in June and December, although families can view the document at any time on request.

**Room Reflection Journal**-This is used to record Educators reflections, ideas, and thoughts and is a great tool to help educators to think more deeply about practices, principle and learning to make decisions to improve the quality of the children’s learning and development. Reflections are not only about the children’s learning, but on the educators learning journey as a team or as an individual. Recording teaching and learning experiences Educators allows for educators to challenge themselves on their own professional development. By documenting what they have learnt, educators can track the progress they have made, and can also notice any gaps in their knowledge and skills and adopt appropriate discussions for changes and improvement to the Intentional Learning Program, Practices and Principles.

**Intentional Learning Plan**-This document is used not only to visually communicate the plan, but to encompass all the evidence and knowledge gathered from: Educator Break Room Reflection Journal, Family and Educators Communication Journal, Room Observational Documentation Book, Children’s Interest/Learning experiences, Children’s Weekly Learning, Individual Observation Summary, Learning Narratives and The Room reflection Journal. This document provides information on the preparation of the intentional learning environment and learning experiences which are engaging and meaningful. The plan is divided into: Early Years Framework Key Outcomes, Developmental Areas, Learning Intentions, Children’s Current Interests, Learning Experiences, Modifications and Incidental Scaffolding. The plan incorporates planning for individuals, groups, routines, experiences and interactions. The plan addresses both long term and short term intentions or objectives, and structures all aspects of the child’s learning.
Learning Narratives—There have been two documents created by the team which have been titled Learning Narratives. These documents are written by the educators, and are a wonderful narrative of the children’s learning throughout the year. They contain images of the children and include: the narrative or what’s going on, interpretation, learning outcome, extension, family comments or family voice and follow up or what’s next. Learning Narratives are also completed for birthday celebrations, excursions/incursions. Special events at the centre will also be accompanied with a learning narrative which will include the learning of the centre community as a whole. We also encourage families to contribute and create learning narratives to be included in children’s learning. The expectation is to have one individual learning narrative per semester, which calculates to two per year. The amount of group learning stories is unlimited. It may take a couple of months before the first learning story is written as it is important to build relationships and to learn about the children individually and as a group.

Moments of Learning at Clark Street Children’s Centre—This is an effective tool and memento for the children, families, and educators to celebrate learning and achievements. They are of great value as the children are actively involved in making decisions on what goes into them and visually exhibits children’s interactions, relationships and learning. They enable children to participate in assessing their own learning and recall what learning has occurred. Moments of Learning at Clark Street Children’s Centre includes a cover page, Clark Street Children’s Centre Philosophy, Information on Belonging, Being, Becoming And the Learning outcomes, Educators Profile, Care and Education Team Photos, Transition Learning and Development Statement, Background Information sheet, group and individual Learning Narratives, a collection of work samples of drawings, paintings, other art work and photos. The child’s portfolio is individualised and should not be used to compare another child, sibling or friend. The number of pages will be dependent on how many days the children attend the service. At any time children and families are able to take the Portfolio home, as we keep a digital copy on our hard drive, although you will need to be signed out and in to keep track of it. Your child will be given their portfolio at the end of the year to keep.

Individual Learning Focus—This document is shared between all educators to communicate what we are focusing on and working towards for each individual child. The child’s learning focus is an individual plan for the children and is developed after assessing and analysing

Behaviour Support Plan—This document has been created to support children with additional guidance with their challenging behaviour and to provide an opportunity to encourage new learning to assist children in their development of social skills. The plan is developed after collaboration and consensus is reached between the child, family and educators. Strategies are clear and followed by all educators and the family. Confidentiality is practiced in all situations and the plan is reviewed on a regular basis

Reflection/Evaluation/Future Planning—This document is a summary of the Intentional Learning Plan which includes: What is working well and could be possible changes for improvement? Who participated and what was their role? What learning took place? What was discussed or questioned? What teaching strategies will be implemented for improvement?
**Intentional Learning Program Journal**—This book is where documents are collated for children families and educators to view, documents include: Children’s Interest/Learning experiences, Children's Weekly Learning, Intentional Learning Plan, Learning Narratives and Reflection/Evaluation/Future Planning.

**Transition Learning and Development Statement (Transition to School):** This document has been developed for children enrolled in our Kindergarten Funded Program: it supports the consistent transfer of information, irrespective of the school a child is going to. It provides an opportunity for children, their families and the professionals working with them to contribute and have their views reflected in it. The information in the Statement: Summarises the strengths of a child’s learning and development as they enter school, identifies their individual approaches to learning and interests, and indicates how the child can be supported to continue learning. The Statement provides information to families about children’s learning and development in early childhood. The information in the statement helps Prep Teachers to get to know the children entering their classes before they start; and to plan for each child’s learning and development when they start school. The Kindergarten Teacher is responsible to coordinate the statement, as they are the main point of contact and support for the child and the family. The Kindergarten Teacher will begin the statement at the beginning of October; families are then required to fill out part of the statement. When families have completed signed and returned the statement, it will be passed onto schools in the beginning for the beginning of November.

**Transition Learning and Development Statement (Transition to New Room and/or new Educators):** This document has been developed for the children who are transitioning to a new room and/or new Educators. All Educators contribute to the Transition Learning and Development Statement (Transition to New Room and/or Educators). The Educators will begin the statement mid-November, and this will be passed onto families with the child’s portfolio and Individual Observation Summary at the end of December. Families are then required to fill out part of the statement, and return it when they return it to the room the child is enrolled in the following year. This information will be used by educators to help with a smooth transition and settling for your child into their room.

**Clark Street Children’s Centre Newsletter**—This is completed quarterly and is a great summary of what we have been working on together with the children. The articles are completed by each room, The Cook, The Assistant Coordinator/Educational Leader and the Coordinator. The reflection focuses on what has been learnt, what skills have been developed, current interests and experiences, and a reflection of what’s next, and future possibilities for the program.

**Quarterly Audit**—This document assists Educators to keep track of the children’s records and to determine if they are up to date and/or completed. This ensures that children’s documentation has not been neglected and is current.

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Clark Street Children’s Centre
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