



The Hamilton and Alexandra College



curriculum guide for early learning

piccolo & piccino



The Hamilton and Alexandra College

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The Hamilton and Alexandra College

OUR MISSION

The Hamilton and Alexandra College is an internationally focused school providing an innovative and broad ranging education within an environment of Christian values, encouraging optimum achievement, fostering personality and equipping girls and boys with skills and character to enable them to thrive and flourish throughout their lives.

OUR CORE VALUES

Personal Values

Respect, integrity, motivation, optimism, courage, resilience, enthusiasm, excellence, aspiration, honesty, humility, responsibility, self-esteem, individuality, compassion, patience, enjoyment, creativity

General Values

Success, community spirit, leadership, inspiration, sustainability, contribution, service, freedom, diversity, inclusivity, accountability, tradition, discipline, internationalism

OUR LEARNING PHILOSOPHY

Learning in our Early Learning Centre is inspired by the

philosophy of Loris Malaguzzi and Reggio Emilia. We consider each child as *strong, capable* and *resilient*; rich with wonder and knowledge. Every child brings with them a deep curiosity and an innate sense of awe and discovery, which drives their desire to understand their world and their place within it.

At the Early Learning Centre we believe all children:

- Are active and involved learners and need a stimulating and challenging environment in which to develop and learn
- Have the right to be safe and secure and to develop in an atmosphere of happiness and understanding
- Are valued, are free to take risks, and are active contributors to problem solving
- Can contribute to our society for a sustainable future;
- Can form authentic and meaningful relationships with their educators and peers
- Have the capacity to develop the ability to persevere and persist in a learning environment which challenges and nurtures them
- Bring with them a wide range of cultures, beliefs, values and abilities and should be exposed to a wide range of experiences in order to develop their own understanding of diversity, equity and inclusion
- Have ‘100 languages’ of self-expression, with which to communicate their knowledge and understanding of the world
- Have the right to a learning environment which will strive to listen to and value all the languages that our children use to communicate their own thoughts, ideas and understandings

We respect and value our families and encourage them to participate in their child’s learning in ways that they feel confident and comfortable. We believe that when parents, educators and children work in partnership, in an atmosphere of collaboration and cooperation, children gain a deeper understanding of the world and their place in it.

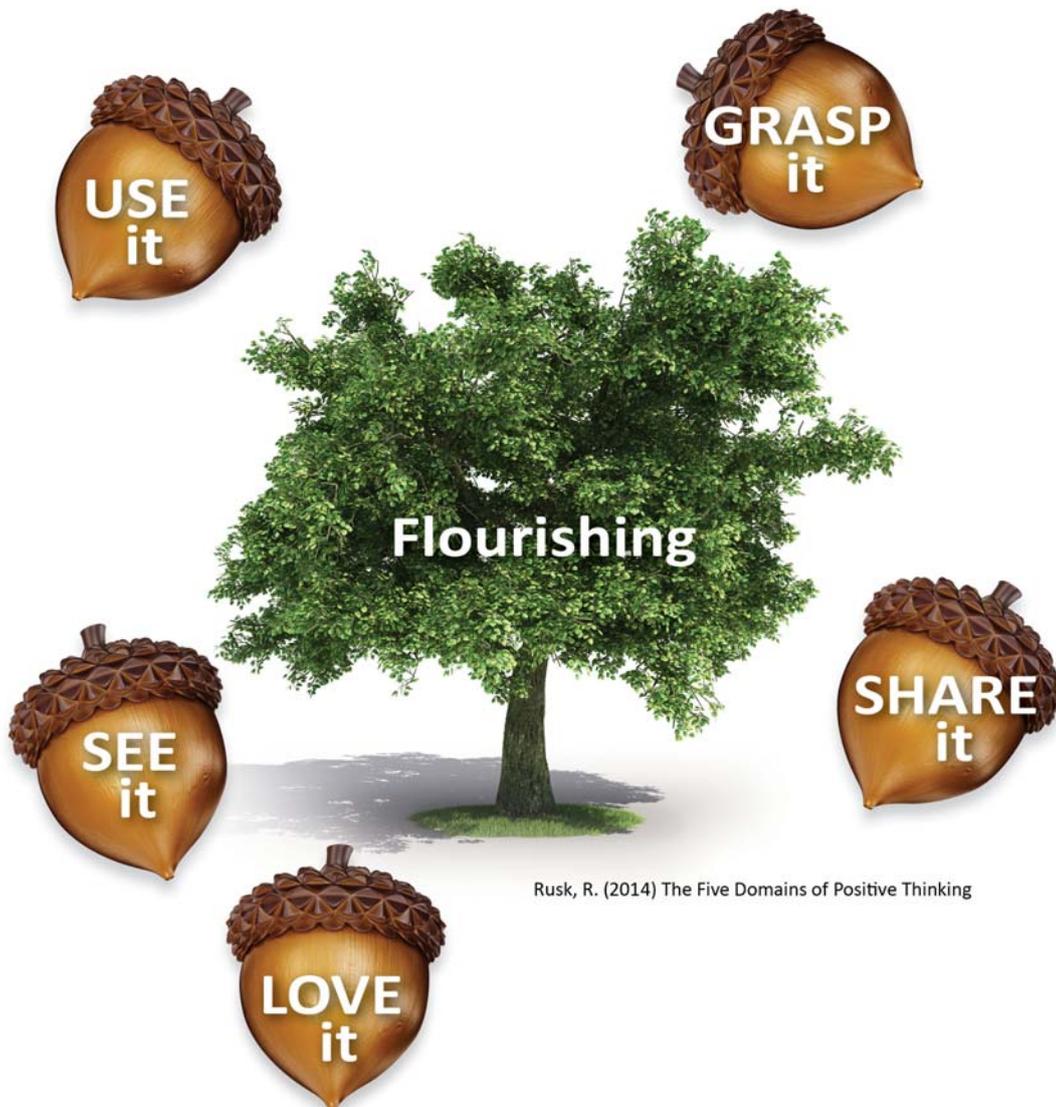
We believe that this approach to early learning will equip children with the necessary knowledge, skills and understandings to continue on their life’s learning journey.

OUR APPROACH TO WELLBEING WITHIN THE CURRICULUM

The explicit teaching of wellbeing is delivered across the curriculum. Students are taught skills to enable them to thrive and flourish throughout their lives.

Rusk's model 'Five Domains of Positive Functioning' (2014) is the framework used to develop learning disposition and sustain the benefits of Positive Psychology.

THE FIVE DOMAINS OF POSITIVE FUNCTIONING Rusk, R. (2014)



Rusk, R. (2014) The Five Domains of Positive Thinking



ELC3 LEARNING PROGRAM

Piccolo	Core Play-Based Learning Program	Foundation Literacy Skills	Foundation Numeracy Skills	The Arts & Creative Expression	Outdoor Adventure & Movement	Wellbeing & Values Education
		Embedded In Play-Based Learning Curriculum	Embedded In Play-Based Learning Curriculum	Creative Arts Exploration & Technical Skill Development	Open-Ended Play-Based Experiences & Physical Skill Development	Embedded Across The Curriculum

ELC4 LEARNING PROGRAM

Piccino	Core Play-Based Learning Program	Foundation Literacy Skills	Foundation Numeracy Skills	The Arts & Creative Expression	Outdoor Adventure & Design	Nature Exploration & Inquiry	Wellbeing & Values Education
		Embedded In Play-Based Learning Curriculum	Embedded In Play-Based Learning Curriculum	Creative Arts Exploration & Technical Skill Development	Open-Ended Play-Based & Environmental Experiences	Intentional Learning Focus Beyond ELC	Embedded Across The Curriculum
	Specialist Program	Visual Arts	Music	Library	Learning Technologies	BLUEARTH - Movement & Active Living	
	Sessions	1/fortnight	1/week	1/week	1/week	Weekly skill focus	



program description

piccolo

The Hamilton and Alexandra College

PLAY CURRICULUM

DESCRIPTION

Play is an essential aspect of learning and development in at the Early Learning Centre. Play is seen as a child’s work and places the learner at the centre of the educational process. It provides opportunities for problem solving, discovering, practising, refining and achieving. In our flexible and open-ended play activities children are encouraged to be self-motivated, persist, research, plan, imagine, dream and to form positive attitudes towards learning. Children set themselves goals and attempt to meet challenges. Play is the tool for children to become involved in a variety of cognitive, creative, social, emotional, physical and language activities that extend and enhance their learning and development. The play-based learning curriculum allows children to: explore, identify, negotiate, take risks, create meaning, role play, and develop language, literacy and numeracy skills, as well as develop memory skills, language and self-regulation (Bodrova & Leong, 2005). Collaborations are nurtured through group project work which stems from the children’s play or teacher-generated invitations to play.

FOUNDATION LITERACY SKILLS

DESCRIPTION

Educators foster an interest in literacy through the children’s play-experiences and interests. Children engage in a range of verbal and non-verbal communication experiences, including drawing, mark-making, storytelling, songs, rhyme and chants. They learn to express their ideas and make meaning using a range of media. They begin to gain meaning from text and understand how symbols and patterns systems work.

FOUNDATION NUMERACY SKILLS

DESCRIPTION

An interest in numeracy is fostered through the children’s play-experiences and interests. Children engage in a range of experiences including puzzles, counting games, water & sand play, pattern making, construction and measurement activities. They learn to problem-solve, make predictions and communicate their ideas using early mathematical language.

THE ARTS & CREATIVE EXPRESSION

DESCRIPTION

Creative expression is encouraged through the process of trying something new and seeing what happens. Children experiment with a wide range of media, including clay, paint, beads, wire, paper, and charcoal, recycled and natural materials, to express themselves freely with original thought in an environment of playfulness.

WELLBEING & VALUES EDUCATION

DESCRIPTION

Concepts of positive psychology are introduced at this level. Children learn and practice mindfulness and relaxation techniques. They explore their personal strengths and begin to recognise strengths in others. Circle time provides a vehicle for discussions around personal wellbeing and values. Children learn the language to express their social and emotional needs and experiences.

OUTDOOR ADVENTURE & MOVEMENT

DESCRIPTION

Open-ended outdoor experiences are provided throughout the morning. Children broaden the movement skills through crawling, balancing, skipping, running, jumping etc. They are supported to take considered physical risks using climbing equipment, to develop resilience and self-regulation. Children engage in sensory play with sand, water, mud, water beads, shaving foam, slime, goo, paint and dough etc.

DOCUMENTATION OF LEARNING

Each child's progress is regularly recorded through a documentation process. Documentation of learning includes written observations, annotated drawings, learning stories, photos and transcripts of conversations and play. A portfolio of student learning is maintained and accessible to families at all times.



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OUTDOOR ADVENTURE & DESIGN

DESCRIPTION

Open-ended outdoor experiences are provided throughout the day. Children design and build outdoor learning spaces using flexible and mobile equipment. Children are supported to take considered physical risks using climbing equipment, to develop resilience and self-regulation. Children engage in sensory play with sand, water, mud, water beads, shaving foam, slime, goo, paint and dough etc.

NATURE EXPLORATION & INQUIRY

DESCRIPTION

Children move beyond the physical boundaries of the Early Learning Centre to explore, inquire to explore local natural environments, including waterways, wetlands, scrub, grasslands and parklands. They develop personal inquiry skills and a deeper understanding of the interdependence between land, people, plants and animals. Concepts of sustainability and indigenous connections are introduced.

MANDARIN CHINESE

DESCRIPTION

Children are introduced to the culture and language of Mandarin Chinese, through stories, songs, crafts and games. The emphasis is on developing an interest in another culture and establishing early language learning skills. Focuses include greetings, counting, colours and special events.

MUSIC

DESCRIPTION

The Music program is based on a developmental approach to learning. Children listen, perform and move, using rhymes, simple songs and singing games. Activities encourage children to differentiate between high and low, loud and soft, fast and slow sounds. Children are introduced to un-tuned percussion instruments, such as clave and tambours, to develop their sense of beat.

VISUAL ARTS

DESCRIPTION

The Visual Arts program supplements the Creative Art experiences at the Early Learning Centre. Children access the Art Room and taught a range of technical art skills to assist them in communicating their ideas, feelings and experiences. Art elements such as; line, colour, pattern and shape are explored.

LIBRARY

DESCRIPTION

During Library sessions, students participate in a range of early literacy activities that promote 'phonemic' awareness which will help lay the foundations for beginning reading and writing skills. Phonemic awareness is the ability to hear, identify, and manipulate individual sounds-phonemes-in spoken words. Children focus on different letter sounds in a specific sequence with s-a-t-p-i-n being the first six sounds. Acquisition of these six sounds enables children to begin to blend a large range of two and three letters to make words eg p-a-t. Emphasis is on having fun with language and developing curiosity about letter sounds. Books related to the focus sounds are read and enjoyed and children are provided with the opportunity to borrow a book from the Handbury Library.

LEARNING TECHNOLOGIES

DESCRIPTION

Children are introduced to Early Childhood software through the use of desktop computers, ipods and beebots (robots), sound recording devices and flip cameras. They develop the skills required to operate these devices safely and effectively. Children participate in a range of activities that develop not only skills in operating ICT, but also reinforce early concepts about the world around them.

BLUEARTH – MOVEMENT & ACTIVE LIVING

DESCRIPTION

Bluearth activities are designed to improve perceptual awareness including; body awareness, laterality (left and right), directionality (forwards, backwards) balance, posture, eye/foot coordination and ball handling skills, dynamic movement and physical skills with equipment. Skill focuses include, kicking, throwing, crawling, jumping, rolling and sequences of movements.

DOCUMENTATION OF LEARNING

Each child's progress is regularly recorded through a documentation process. Documentation of learning includes written observations, annotated drawings, learning stories, photos and transcripts of conversations and play. A portfolio of student learning is maintained and accessible to families at all times.

At ELC4 a transition statement is developed for each child, detailing their learning and development and, with parental permission, is shared with the child's Prep teacher to support their transition to school.
