Taking an holistic approach to programming, documentation and kindergarten
Integrating teachers into long day care: Building respectful relationships

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Session 1 in this series . . .

- Examined how positive relationships are required if teachers and educators are to build a stronger service and cohesive workplace culture.
- Explored the need for acceptance of each others abilities and experience, and recognition of our different training and understandings.
- Touched on the need for our acceptance that change and challenge are an inevitable part of life and work.
- Discussed how the integration of kindergarten may contribute to improved learning outcomes for children and support for parents in the service.
- Emphasised the need to integrate and assimilate kindergarten into the long day care setting with a positive attitude.
This workshop explores real examples of . . .

Programming and documentation that meet the expectations of:

- Queensland Kindergarten Guidelines (QKLG)
- The Early Years Learning Framework (EYLF), and
- The National Quality Standard (NQS)
Overview

In the first half of this session we will discuss:

• Differences between teaching in a more formal setting and teaching in a long day care service
• Why integrating kindergarten is important
• The importance of programming
• Documentation and why we need it
• How much observation and documentation is enough
• The programming cycle
• The value of learning stories in our documentation process
• Documentation links between QKLG, EYLF and NQS
We will also . . . (after morning tea)

• View two real examples of programming and documentation
• The two lovely teachers sharing their programs with us are from different services and take different approaches to their programming – both services have been assessed as ‘exceeding’ under the National Quality Standard.
Teaching

- Content/curriculum driven
- Teacher directed
- Time motivated towards more formal assessment
- Formal structure

Long Day Care

- Child interest/strength based
- Child and teacher initiated, play based - a partnership of learning
- Time flexible – recognises the individual outcome continuum
- Less formal structure
What is programming and why is it important?

• The process we use to plan and facilitate learning experiences for children

• Links to service and teacher philosophies, QKLG and EYLF learning outcomes
What is documentation and why do we need it?

• It is the recording of a number of elements that inform and make up our program
• It records individual and group achievements and progress
• It provides evidence of our program evolution and development
How much observation and documentation is enough?

• No specified amount
• Quality not quantity
  - record significant events for child
  - tailor methods of observation to each child

Goal is to build an overall picture of each child – an holistic approach
Are Learning stories the only way to document children’s learning?

• Of course, they are not - nor should they be.
• Use a variety of methods to gather information about each child
• If you use Learning Stories – make sure they are correctly structured
Learning Stories should have . . .

- A title and date
- An image/s to illustrate the point of the story
- A story told subjectively, not objectively
- A section with ‘What it means section’
- A section with ‘opportunities and possibilities’
- The links between service philosophy, QKLG, EYLF learning outcomes
- Space for families and children to add their thoughts and comments

Learning Stories are family friendly and appealing to the eye but they must be correct, and not your only source of observations on children
What is the programming cycle and how does it work?

It is:

• The order we perform a series of steps in developing and implementing our program
• Each stage of the cycle is documented using a variety of methods
• Our knowledge and understanding of the children, families and community grows during each cycle and informs the next cycle

How does the cycle work and what might it look like?
The Programming Cycle

Observe
Extend
Plan
Evaluate
Implement
- Anecdotal records
- Jottings
- Checklists
- Photo Observations
- Learning Stories
- Work samples
- Sociograms
- Movement tracking sheets
- Conversations with children
- Video / audio recordings
- Strength Tree (6 monthly)

Observe

The Programming Cycle

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Plan

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The Programming Cycle

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Observe

- Record your plan (in your own style) based on your knowledge of the children
- Include items from your previous observations — extension ideas, discussions with colleague/s, parents, notes
- Record intentional teaching items that you have planned
- Develop the plan further as you work with children adding their ideas as you go

Extend

Plan

Evaluate

Implement

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**The Programming Cycle**

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  - Develop the plan further as you work with children adding their ideas as you go

- **Implement**
  - Work with children noting their interests and offer guidance through the day as needed
  - Record significant events — based on your knowledge of each child and what is significant for them
  - Be purposeful and thoughtful as you work using intentional teaching strategies like scaffolding or co-constructing events.
  - Remember you and your colleagues are also resources
  - Facilitate children’s thinking by offering a range of items/ideas to promote their interests — in a learning partnership

- **Evaluate**

- **Extend**
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Extend
- Think about and record how the program has progressed
- Record what worked well, what you may try differently, what you think about how the learning outcomes are being achieved (or not)
- Refer to the QKLG, EYLF learning outcomes to measure and record achievements for individual children, small groups and whole group outcomes

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Implement
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- Discuss what you and your colleague/s know or have observed about individual children or the group to extend learning experiences and interests
- Refer to family and child input and include the ideas offered to enrich the Program. Note: Remember to offer feedback on the ideas from family input once implemented.

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**Evaluate**
- Know and demonstrate knowledge of the EYLF Learning Outcomes, QKLG and the NQS to ensure you are meeting all documentation requirements during this cycle of planning, implementation, evaluation and extension.
- Documents show the links between educator and centre philosophies and the EYLF Learning Outcomes.
- Document the steps as you go and store in the appropriate places — child’s individual folio, your planning folder, service archives . . .
- Reflect on a range of issues throughout the program cycle including your role in the process.
Don’t forget to take time for quiet reflection
Why is integrating kindergarten programming important?

The perception in the community and expectations of parents:

- Historically, it was regarded as first step into more ‘formal’ learning – but we all know learning begins much earlier with babies, so all ages have enormous value
- Seen as an opportunity to build basics for each child before more formal school begins
- Allowed an opportunity to build strong parent/teacher relationships – leading to increased parent understanding of their ongoing role in their child’s formal education
Why is integrating kindergarten programming important cont . . .

• Kindergarten program benefits can filter through the whole service – leads to an holistic approach across the centre and not only for children, but for teachers and educators too

• Services are reporting how surprisingly beneficial the kindergarten program has been for all age groups
  - it offers some new ideas and approaches
  - compliments the great things that were happening in the service before
  - offers something to aspire to
As discussed in Session 1 . . .

Kindergarten is not a stand alone group – it is part of the whole service and needs to be implemented with a positive attitude from all parties in the service – those already there and those joining from outside
How do I make links between QKLG, EYLF, NQS and Philosophy?

You may choose to:

• Include them in your daily/weekly ‘What we did sheet’
• Record direct links to the QKLG, EYLF, NQS and philosophy on your program sheet
• Display them on parent information board with images to illustrate the content
• Not document the links
Activity time
Activity

• Practice making the links using the QKLG, EYLF and NQS examples we have given your table

  - discuss and jot down the links to QKLG, EYLF and NQS

  - We will share your conclusions after 5 minutes or so.
Morning Tea Time
Vanessa Burkhardt shares -

Boat Adventures
**Teacher Initiated**
- Sheets & hurdles added to sandpit
- Co-op group game - Very hungry caterpillars
- Finger painting
- Smell & touch our box - Jordan, Lauren, Sophie
- Brainstorm animals found in sea
- Healthy food cutting activity
- Rules for our boat
- Making boat licenses
- Bubble painting

**Spontaneous & Child Initiated**
- Building cases outside
- Boat construction
- Interactive whiteboard - let's go school
- Making fishing rods & fish
- Craft - sea animals
- Adding a boat to our room
- Cooking up our fish
- Nets & try sea animals added to boat
- Fishing in boat

**Philosophy**
To appreciate and respect that children are naturally curious and eager of their own interests and desires to learn.

**National Quality Standard 1.1.2** Each child's current knowledge, ideas, cultures, abilities and interests are the foundation of the program.

**Notes**
- Co - Torley; LS - Torley and Jack; CO - group game; CO - All about me box - Torley, PS - asked parents for a rubber boat - Miss Rachel brought one in; Lauren, Sophie, Jack's parents donated a net
- Fu - Ariahin; CO - Interactive whiteboard - Lachlan

**Key**
- I - Identity
- C - Connectedness
- W - Wellbeing
- AL - Active learning
- Co - Communicating
- CO - Child Observation
- FU - Follow-up
- GO - Group Observation
- LS - Learning Story
- PI - Parent Input

**OKLG Learning and Development Areas**
- Identity
- Connectedness
- Wellbeing
- Active learning
- Communicating

**EYLF Outcomes**
- Identity
- Connectedness
- Wellbeing
- Active learning
- Communicating

- 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
What we did today...
6/5/13

Our Kindy friends are definitely settled in now and are happy to explore the endless possibilities both inside and outside! Everybody was very eager to play in our playground this morning and Jordy was quick to notice there were some sheets over near the sand pit. Jordy set to work with his brother to make a cave out of the sheets. They both tried to keep the sheets up with the palm leaves but this didn’t work so they talked together and began to fill up buckets with sand to use to hold the sheets in place. When they ran out of buckets they used sandcastle moulds. This was then discovered by many Kindy friends who crawled through the cave. We left this set up so that everybody could enjoy it during the afternoon.

Back inside we read ‘The little yellow digger’ and we talked about the diggers working on the service road outside. This story showed us that no matter what size you are you can help others in need. Jack and Jordy set to work making a boat for our Kindy room. They used many different sizes of blocks to construct their boat. There was heaps of conversation about what parts the boat needed and there was lights, motors, stairs and a bait bucket added. Jack and Jordy invited their Kindy friends to come and ride on their boat.

Savannah, Brianna, Jack and Liam all enjoyed a game of ’The very hungry caterpillar’ and the children were able to count and move their caterpillar along. Everybody helped put together a floor puzzle as well with all children working co-operatively together. Well done Kindy friends!! Finger painting was another big hit with the children making dot patterns with their fingers. Lachlan requested the interactive white board and engaged with the letter land characters - in particular the vowel men. 😊

Thanks again for a fun filled day and we hope you all have a safe weekend.
Miss Vanessa, Miss Krista and Kindy.
Jack and Jordy were sitting in the block corner talking together. 'My dad has a trawler' said Jack. 'What is a trawler?' asked Jordy. 'You use it to catch fish and prawns. It's really big', replied Jack. 'How big is it?' asked Jordy. 'Let’s build one' said Jack. Together Jack and Jordy joined wooden blocks together to create a trawler. Jack suggested and advised Jordy on where to place the blocks.

Jack and Jordy added other materials to their trawler. Cylinder blocks were used for lights, a measuring tape was added for a fishing rod and baskets were placed on the back for bait. Jack also selected some binoculars and placed them next to his fishing rod. Jordy suggested that the trawler needed some food and food from home corner was added to the baskets.

Jack and Jordy invited their Kindy friends to have a tour of their trawler. They both pointed out important parts of the boat to their friends and suggested the safest way to walk on board.
Jordy, what learning do I think is happening for you?

Jordy, you engage well in conversation with Jack and freely ask questions. I love that you can work alongside a peer and learn from them at the same time. You respected Jack’s ideas and knowledge and co-operated with Jack to construct the trawler. You also added your own ideas and worked well with Jack to reach the same outcome.

I hope that you learnt from Jack today and that your knowledge of boats and trawlers has been extended. I look forward to you and Jack working together to create many more creations. Well done Jordy 😊

Learning and Development Area

<table>
<thead>
<tr>
<th>Identity</th>
<th>Connectedness</th>
<th>Wellbeing</th>
<th>Active Learning</th>
<th>Communicating</th>
</tr>
</thead>
<tbody>
<tr>
<td>is building a sense of security and trust</td>
<td>is building positive relationships with others</td>
<td>is building a sense of autonomy and wellbeing</td>
<td>is building positive dispositions and approaches towards learning</td>
<td>explores and expands ways to use language</td>
</tr>
<tr>
<td>acts with increasing independence and perseverance</td>
<td>shows increasing respect for diversity</td>
<td>explores ways to show care and concern and engages positively with others</td>
<td>shows increasing confidence and involvement in learning</td>
<td>explores and engages with literacy in personally meaningful ways</td>
</tr>
<tr>
<td>is building a confident self-identity</td>
<td>shows increasing respect for environments</td>
<td>explores ways to promote their own and others’ health and safety</td>
<td>engages in ways to be imaginative and creative</td>
<td>explores and engages with numeracy in personally meaningful ways</td>
</tr>
<tr>
<td></td>
<td></td>
<td>explores ways to promote their physical wellbeing</td>
<td>explores tool, technologies and information and communication technologies (ICTs)</td>
<td></td>
</tr>
</tbody>
</table>
What we did today....

What a busy day we have had here at Kindy today!! Jaiden brought in his special things in the ‘All about me’ box and we found them all so interesting! We loved the story ‘The night pirate’ and we enjoyed reading it at group time. Jaiden also brought in a photo of him crabbing with his sister and poppy and this opened up much adventurous play for the rest of the day. Jaiden’s mum also stayed to enjoy Jaiden’s special things as well 😊

Many friends were busy playing with Jack and Jordy’s boat made out of blocks but the Kindy friends decided something was missing..... fish!! We searched the internet for pictures of fish and many friends chose which type of fish they wanted, printed out Kindy friends were busy colouring their fish in and cutting them out and then we realised that we needed fishing rods to catch our fish. We became so busy making our fish and fishing rods and then Jack suggested that we needed some more animals to catch in the sea. We added turtles, prawns and crabs and all children were engaged in making their own sea creatures. In the Kindy room we acknowledge the importance of basing our program on children’s ideas, knowledge and interests and this has certainly happened today!

At group time we brainstormed all of the animals that we would find under the sea and things that we could do in the ocean. We also thought it would be great to have a boat in our room so we have written a note in our diary and staff room for diary asking if anyone has a rubber boat that we could borrow. Jack also said that he could ask his dad for a net. We can’t wait for the many adventures we are going to have in the next few weeks!

We also made a poster of healthy food where children cut out foods that they feel are healthy. It is great to see many children understanding the difference between healthy and unhealthy foods. At St. Michael’s ELC we believe that healthy eating is incorporated into our program and we explore ways to promote our own and others’ health. We will also be making an unhealthy food poster with both posters being displayed near our teeth photos.

Thanks for a fantastic day!
Miss Vanessa, Miss Krista and Kindy
What we did today...

8/5/13

I think we have had the busiest day today at Kindy!!! Miss Rachel brought in a boat for us to use in our room and we were all so excited to have it in our room. First we needed to clean the boat and pump it up and we decided to do this outside as Miss Rachel said that the pump could be a little noisy.... Many friends helped pump the boat up and we all laughed at the whistling noise the pump made!

Once we got inside we decided that we needed some rules for using the boat. We ensure that our Kindy room is safe at all times for all children and through making rules for the use of the boat this can be achieved. As a group we talked about how we need licences to drive cars, motorbikes and trucks and that we also need one to use a boat. All Kindy children had a close look at Miss Vanessa and Miss Krista’s licences and we decided to make our own licences for the boat and they needed to be worn whilst in the boat. To keep our boat safe we also decided to only have 2 Kindy friends in the boat at one time.

Once our licences were complete the adventures began!! We had great fun exploring the boat and friends were doing all different things in the boat. We had fishing, pulling up crab pots, looking at the beautiful view, skiing happening at the back of the boat and Miss Vanessa even had a sleep in the boat. At group time we all had a turn in the boat with a friend and we sang ‘Row row row your boat’ and it was so much fun😊 We hope to have the boat in our room for quite some time so that children can engage with it and develop their interest in an unhurried manner. We look forward to the many adventures ahead!

We also did some dot painting today on some sea animals - they were very colourfull! Miss Lauren brought back the ‘All about me’ box and we loved all of her special treasures, especially her tennis racket!

We hope you have a great weekend.

Miss Vanessa, Miss Krista and Kindy
What we did today....
9/5/13

We have had an extremely busy day at Kindy today!! So many exciting things to do here at Kindy but only little time 😊 Last week Ariah brought in a photo of her cooking pizzas at home and we decided to do some cooking at Kindy. Adam brought in a photo today of him doing cooking and he even got to meet a real chef! Today was the day for our cooking adventure and many friends were great helpers whilst making our cupcakes. We followed our recipe carefully and did heaps of measuring and mixing. We can’t wait to taste them 😊

If we weren’t helping with the cupcakes we were very busy in the boat. All Kindy friends now have their boat licences and we only needed a little reminding about our rules for our boat. The most important ones were remembering not to jump or bounce on the boat and make sure only 2 friends were in the boat at once. Jack brought in some nets from his dad’s trawler and the Kindy children used the smaller net to catch many sea animals. We caught crabs, prawns, fish, dolphins, whales and sharks in the net. Kindy friends were so eager to see which animals they caught in the net. We were so busy in our room today that it got a little messy so the person who did the best tidying up got to sleep in the boat at rest time. That lucky person was Logan!!

Everyone got to do some bubble painting today and we had to be careful not to drink the paint mixture and remember to blow heaps of bubbles. Kindy are so clever at blowing bubbles and catching them on their paper. We also had heaps of building with the blocks and Adam and Joel created a huge construction which required a lot of balancing of blocks.

Thank you to Sophie for bringing in her special things in the ‘All about me’ box. We loved your groovy sunglasses! Thanks again for a great day!

Miss Vanessa, Miss Rachael and Kindy
On 8/5/13 we had a boat arrive in our Kindy room. The Kindy children were very excited to help pump the boat up and find the perfect place for it in our Kindy room. Little did we know that our Kindy boat would be the basis for much imaginative and creative play. Some rules were discussed and established about the boat and they were based on safety. Everyone got to make their own boat licenses to be used when interacting with the boat and a limit of 2 Kindy friends in the boat at any time was enforced. The Kindy boat was used during dramatic play with nets, fishing rods and sea animals were added to the experience. Many Kindy friends were also lucky enough to have a ‘rest’ in the Kindy boat and the feedback from the children was that it was very comfy!!

This resource encouraged play through exploration, risk taking, social interactions and engagement with learning and provided a supportive social context for all children. It was fantastic to observe children’s development of their play over time and extension of learning. The Kindy children learnt off each other’s ideas, interests and knowledge and it was a fantastic opportunity for social interactions to occur between peers. Children were very eager to communicate their excitement about the Kindy boat to their peers. Educators and parents often commented on the many adventures their child had been experiencing and took an interest in their children’s play experiences. This was fantastic to witness children educating their parents on the rules of using the boat and the resources that were used to extend their play. Overall, a fantastic resource for open ended imaginative play 😊

Learning Outcomes - 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2.
My focus this week was to encourage the children to work together co-operatively and hopefully engage in some long term play. Open ended materials were added to the outdoor playground and it didn’t take long for the children to incorporate these into their play. The sheets near the sand pit enabled Jordy to engage in some problem solving with his brother Bailey. Together they brainstormed ways to hold the sheets in place and after much trial and error and sourcing other materials they had created the perfect cave play space. I look forward to seeing whether they use the materials in the same way or apply them in different ways over the coming weeks.

Jordy and Jack created a fantastic block construction of a boat and as we have great space in our room we were able to leave it set up. Even though the boys built the boat they encouraged others to join in with their play which was fantastic. As the week went on they added different props to extend on their play including fish, fishing rods and making other sea animals. As an extension for this emerging interest I put a note in our communication diary asking if any parents had any blow up boats we could use in our room. Unfortunately no parents had any but another staff member donated hers for us to use. The introduction of this resource into our room opened up a whole new level of learning for the children. We devised rules to keep all of our friend’s safe which included making boat licenses encouraging literacy through play.

The children were very engaged in the ‘boat’ theme throughout the week and it was a great way for them to work together, understanding about fairness. Jack brought in a net to add to the play and toy sea animals were also included in which they tried to catch in the net. As an incentive for good tidying up I decided to allow a child to rest in the boat during rest time and this was definitely a great way to encourage them to pack up 😊 I was surprised at how many girls also joined in with this learning experience and that the boys did not try to stop them. They shared their ideas and were listened to.

We also did some cooking this week as a follow up from Ariahn cooking pizzas at home and also Adam bringing in a photo of himself cooking with a real chef. There was heaps of turn taking and waiting patiently which also emphasised our working together to get things done. The children enjoyed the art and craft activities - bubble painting, finger painting, dot painting and making their own sea animals for the boat play. I look forward to seeing where the children’s interests go with this boat introduction....
Activity time
Activity

• Take a few moments to talk and jot down your thoughts about this programming style.
• Note down any elements you would find helpful in your setting before we move on to the next example
Susan Eadie and Shannon Power with -

A Fairy Story
Why we document and plan the way we do
The beginning
of
a Fairy Story
Critical Reflection

• What is our objective?

• What will the learning be?

• What next?
The planning part

JUNE
- Pocket stop motion - stop action animation
- Stop motion
- Space craft to stage
- Wait with cardboard nose
- Stretch
- Experiment with far
- Speed / weight / motion
- Painted black
- Out to eat
- Find/see/greet
- Brainstorm
- Blown constellations
- Large squares / rectangles of X & Y board (Bannings quote)

JULY
- Grandparents’ Day
- Picnic at Beach - paint / make
- Kickball
- Board in garden - can make
- Use Shannon
- Bandana Bend
- Activities
- Photos - sunny face - cut out
- Make signs
- Easy food
- Magnetic
- Fishing in yard
- Make magnetic lines
- Fish
- Drawing - paint

JUNE 6
- Visit Ballarat Planetarium
- Night sky viewing
- Arrange astronomers to come to class
- Use telescopes
- Visit Planetarium

Camping - 20
- Tent sleeping bags
- Pack
Further Planning?

• Where to next?
• What do we change/what can we add?
• Intentional teaching with a ‘provocation’
• Setting up the planned experience
“It’s a tiny bag, it belongs to fairy land!” - Lacey

“It’s a bag, I think it’s the fairies” - Danica

“It looks like a sprinkle goody bag” - Ruby
Searching for the fairy’s home in the garden…
Evaluation

• Was it what we planned and expected?

• Why/why not?

• Group reflection, children’s thoughts.

• Where to next… another provocation?
Dear Kindergarten Children,

Thank you ever so much for returning my belongings to my home.

I must have lost them playing in your fairy garden, and you found them there!

I love to play in your Fairy Garden when all is quiet and peaceful; fairies are really a bit scared of noisy places.

I did see you all coming into my home garden the other day, and while I am sure you are very friendly children, you did scare me away with your big voices and heavy feet.

I watched you return my things from the tippy tops of the trees so you wouldn't see me, what a lovely, kind, and caring thing to do.

I was really sad that I lost my fairy dust, and I am very glad to have it back.

I would like to meet you all some day soon, would you like that too?

Please keep taking care of nature too!

Love From,

Fairy Rachel.
Children’s Planning

• What next?

Dear Fairy Rachel,
We want to give you some Fairy Food on Friday from Kindy
Event Planning for a Picnic

• What does a fairy eat?

- Toast and jam
- Bread rolls
- Juice
- Coco pops
- Weetbix
- Breetbix
- Butter
- Sprinkles
Team Planning

• Other staff members became involved

• Family members became involved

• Children from other classes participated
“Wake up fairy, wake up fairy…”
Reflective Practice

• Have we met our original objective?

• Is this the end of the journey?
Drawings
Buildings
Fairy Waterfalls

Building a ‘Fairy Waterfall’

Lacey, Hannah, Ruby P., Ruby W., Tania & Olivia made use of our water pump today and created a beautiful fairy land waterfall. They were very careful and respectful of our materials. Found in poor corner and washed & returned them all afterwards.

It was a lovely group effort and all ideas were shared, and other children were invited to join.

The finished waterfall!
• The children’s findings and learnings

• Our findings and learnings
Activity time
Activity

• Take a few moments to talk and jot down your thoughts about this programming style.
• Note down any elements you would find helpful in your setting before we move on
Summary

In this session we discussed:

• Differences between teaching in a more formal setting and teaching in a long day care service
• Why integrating kindergarten is important
• The importance of programming
• Documentation and why we need it
• How much observation and documentation is enough
• The programming cycle
• The value of learning stories in our documentation process and what they should look like
• Documentation links between QKLG, EYLF and NQS
We also . . .

• Heard about and studied two real examples of programming and documentation
• Enjoyed a couple of wonderful stories about a boat and a fairy.
Thank you: Pam, Linda, Vanessa, Susan and Shannon
Don’t forget to take some time for reflection