

VIDEO TRANSCRIPT – SCSA 2 – CONNECTING & CONTRIBUTING

(Music)

(TITLE)

KINDERGARTEN

A time for awe and wonder, imagination and joy

(TITLE)

Mullaloo Community Kindergarten

SARAH BOON

Mullaloo Community Kindergarten

So the parents are about to arrive.

Come on in.

So our connection and our partnership with parents is absolutely critical for a successful environment where the child feels safe, secured and supported.

Amazing! Phoebe, this is fabulous.

And we are so lucky at Community Kindergarten because they'll join in with us for our Good Morning song to welcome everybody to Kindy.

How is everyone today? Cha, cha, cha.

And then they'll leave.

Fantastic! Can you turn around and say goodbye to mummies and daddies? Nannas, brothers, sisters and then sitting down.

So overall you'll see today that the plan flows. It's quite child-centred. So, whilst I'm mindful of curriculum goals, we are looking at the broader perspective of the whole child.

Letter or number? Number. Number. We use it in counting.

And we're building on their prior knowledge. We're building on their interests. And we're taking that flow through the environment, both inside and outside, a set-up to encourage that learning.

Charlie and Andre, your job is to go outside to check the weather. I want you to look up and see what it looks like. And I want you to think about how it feels.

The staff are supportive in terms of where the children are at and meeting their point of need in their play.

Do you think it's hot or warm? Hot. Hot. All right. Do you think it might be sunny? That one?

You saw the sun! All right. Pop the word on that says sunny. And Charlie, can you come and stick your word on too? Today is Tuesday. The weather today is sunny and hot.

(TITLE)

Attadale Primary School

ANDREA McMANUS

Attadale Kindergarten

That's a special word called pollination. Can you say that? Pollination. Bees are very good. They pollinate all of our plants and our flowers so we can have fruit and vegetables.

We looked at the bees' body parts.

Thorax and then the abdomen.

We talked about the legs, the number of legs and the antennas and the wings.

Don't forget his stinger.

And the children drew their own bee and as they were doing it, I was assessing to see whether they could remember all of the body parts.

Thank you. We'll put him on the hive later.

SARAH BOON

Mullaloo Community Kindergarten

So we're just pausing for a little break in our day for our morning tea. The students are sitting down on the mat together but you will notice that the teachers and support staff are sitting down with them and chatting. It's just a really lovely opportunity to link in a few more little goals and curriculum but it's really the art of conversation. Listening to, responding to each other, taking an interest in the individual.

So we're using this as an opportunity for socialising. You'll notice that all of the students in the whole group are sitting down as part of this as their choice. So it's a really lovely opportunity to engage with their friends and just chat. And then the staff are there as well to have a little chat with them.

JAYLEEN FRITCHLEY

Deputy Principal, Attadale Primary School

Early childhood teachers have probably one of the most complex roles in education. They are the opening to school but they also have to work so hard building relationships, building children's trust in our schooling system. So they have the complexity of the relationship building and also the curriculum that they're working, the students' needs. There is such a huge amount of social emotional needs at that younger age, the independence that they're building, the peer and social skills that they're building. It is a hugely complex role and early childhood educator. It is not just about the teaching and learning in a small area of curriculum.

(END)