

## C4 – Parent Information Session 2017

### **Teachers and Education Assistants:**

Miss Bianca Arbuckle (Monday, Tuesday, Thursday and Friday)

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Mr Rea (Wednesday DOTT provider Term 1)

Kindy EA: Mrs Linda Field (Monday - Friday)

### **Welcome**

In C4 we will provide an integrated learning program that incorporates a balance between explicit teaching and play based learning. I believe that child learn best through both personal experience and teacher lead exploration.

Each learning area will be implemented through planned, purposeful play that is both child initiated and teacher lead. Play is essential for children's ongoing development. Play helps to build many areas of your child's development including; their confidence, learning to explore, problem solving, risk taking and building empathetic relationships with others. It is for this reason purposeful play will be used to foster active learning.

My aim as your child's teacher is to build a safe and warm environment where learning and making mistakes is encouraged through support and creativity. I believe that each child's potential is different and because of this I tailor a range of activities to suit their needs. Working with parents is very important to me and ensures the best possible learning environment for all children.

In C4 the key concepts of *belonging, being and becoming*, which align to the Early Years Learning Framework (EYLF) will be adopted. In order to create high quality teaching and learning the National Quality Standards (NQS) will also be used in conjunction with EYLF to create authentic learning experiences for your child that enable them to receive high quality early childhood education and care. The Australian Curriculum and School Curriculum and Standards Authority (SCASA) will be utilised to ensure your child is receiving best practice teaching and learning.

## Visible learning

This year I will be slowly introducing your child to visible learning. Visible learning is an explicit way of showing your child what they are learning and why. This allows them to know what is expected from any learning task. In each session I will teach the children to use the following acronyms


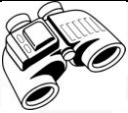

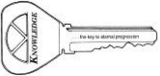
**WALA** – We are learning about...


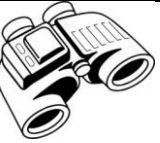


**WALT** – We are learning to ...

**WILF** – What I am looking for ...

**TIB** – This is because ...

The idea is that by knowing what is expected of them the students will build the ability to self-monitor, self-evaluate and self-assess their learning experience. A visual key will be provided for students so that to enable them to understand what is expected of them or what type of information they are required to share back to the class or the teacher.

	
<b>WALT</b>	<b>WILF</b>
	
<b>WALA</b>	<b>TIB</b>

 <b>WALT</b>	<b>Write our name</b>
 <b>'WILF'</b>	<b>Correct pencil grip</b> 
<b>HOM</b>	

## Habits of Mind (HOM)

Learning will also be linked to the Habits of mind which aims to provide students with strategies when they don't know the answer or when they question the purpose of the activity.

Students will be explicitly taught that this habit of mind visual reflects persistence. Developing the skill of persistence allows the students to adopt a growth mindset when facing new difficult challenges.

## Handwriting and sounds

Victorian modern cursive is the style used in Western Australian schools. A guide to help develop correct letter formations is available on our class webpage. Please focus on the sound the letter makes when said rather than the letter name we give it. This enables students to begin sounding out words using phonological awareness as the year progresses.

## Special Days

Wednesday	Mr Rea will do Music, Art, Science. Fundamental Movement Skills – Please wear sneakers. Kindy B will attend Assembly. <b><u>School finishes at 2.35 pm every Wednesday</u></b>
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## Important Daily Routines.

8.25 – 8.40	The classroom door opens at 8.25am. Please read the communication board, put any notes in the communication diary. <i>Home corner, blocks and activity tables will not be in use during this time</i>
8.40	School commences.(Assembly begins even Wednesdays)
10-10.10	Crunch and sip <b><i>Please only provide 1 piece of fruit or veg cut up</i></b>
11.15-11.30	Recess <b><i>Please provide fruit, Veg or healthy snacks</i></b>
1-1.45	Lunch
3.00	School finishes. <b><u>WEDNESDAY school finishes at 2.35pm</u></b>

*\*\*\*Kindy A attend Monday, Tuesday and Wednesdays on odd weeks (1,3,5,7,9) and Kindy B Wednesday, Thursday and Friday on even weeks (2,4,6,8,10)*

## Birthdays

At Sutherland Dianella Primary School birthday certificates are presented to children on their birthday. Please do not bring in any food to share with others on your child's birthday; this is in line with our Healthy Food Policy.

## Canteen

The canteen will be open on Tuesdays for students to order recess and lunch. The canteen is always on the lookout for volunteers if you wish to help out.

## Allergies

We are an allergy aware school, however due to some children in our class with anaphylaxis please do not send your child to school with any sort of nut product.

## Attendance/Sickness

Regular attendance at school is important to help your child succeed. If your child is unwell you can email the office, use the school app or phone on 93751133 to inform the school of the absence.

## Communication

Mornings in the classroom are a busy time. By the door we have a communication diary where you can include any notes that we may need to know for the day. If you require a meeting please see me or email me to make a time to meet.

## Behaviour Management

A whole school approach is utilised when dealing with behaviour management. When negative behaviour is ongoing students will receive;

- 1) Verbal Warning
- 2) Formal warning

- 3) Time Out in class (Restorative Conversation held)
- 4) Time Out in buddy class (Restorative justice conversation held)
- 5) Time Out at the Office (Note sent home to parent)

### **Restorative Justice**

Restorative justice practices aim to develop resiliency and also develop problem solving strategies while restoring relationships. They aim to help a child identify problem behaviour and how it impacts on themselves and those around them.

#### When things go wrong:

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you have done?

What do you think you need to do to make things right?

#### When someone has been hurt:

What did you think when you realised what had happened?

What impact has this had on you and others?

What has been the hardest thing for you?

What can you do make things right?

### **News**

News will begin in the coming weeks.

### **Reminders**

- Children need weather appropriate change of clothes at all times
- Crunch and sip, recess and lunch should be in different boxes
- Names should be on anything your child brings in as it is easy for them to confuse similar belongings
- Practising skills (cutting, writing, drawing, sharing, etc.) at home is of great benefit to your child

Thank you for attending today if you have a question at any time please feel free to contact me via email, phone or in person with your queries.

Miss Bianca Arbuckle, Mr Steven Rea and Mrs Linda Field.