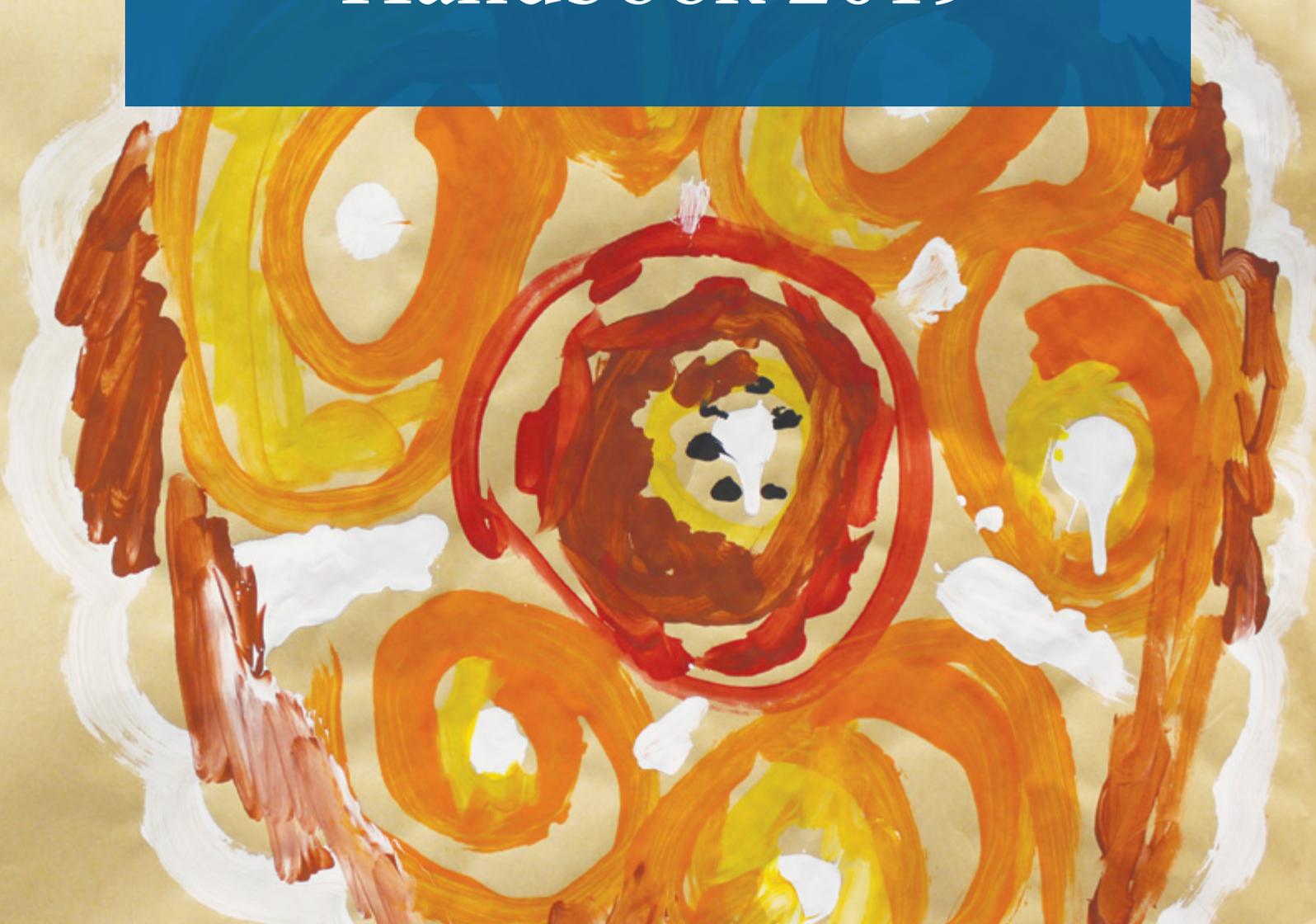




St Leonard's College

An education for life.

Early Learning Centre Handbook 2019





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Introduction

Welcome to St Leonard's College. If you are new to St Leonard's, we hope that this is the start of a positive and enriching time for your son or daughter, and your family as members of the St Leonard's community.

After extensive research, study tours to Italy by staff, discussion and experience, the decision was made to develop an Early Learning Centre influenced by the inspirational early childhood educational philosophies from Reggio Emilia, Italy. An impressive team of professionals was employed to take on the privilege of creating an early childhood education centre of excellence at St Leonard's College.

With our purpose-built facilities, specialised equipment and a wonderful team I'm confident of and excited by the prospects for the future. We invite you to join with us on a journey of learning which will provide a strong foundation for the lives of the children in our care.

We are proud of the recognition awarded to the ELC from the Department of Education and Early Childhood Development with an overall rating of Exceeding National Quality Standards.

Interviews are scheduled for all new children on Thursday 24 January 2019. ELC classes begin on Friday 25 January 2019. Morning tea is available parents after drop off.

Communication with school families

St Leonard's College communicates with families in a range of ways. The most important is discussion with your child's teacher. Our parent portal, *STL Link*, contains all the information parents need, including calendar dates, key contacts and class blogs. Our fortnightly newsletter keeps families abreast of school activities and twice a year, our magazine, *Network*, is distributed to members of the College community. All families also receive a copy of *The Leonardian*, our yearbook.

Parent community

Parents are welcome to be involved with the College in many different ways. Each ELC class has class representatives who organise events such as coffee mornings, parent dinners and family functions. There are many other ways parents can become part of the College community such as Community Choir, International Friends, Friends of Hart Theatre, Community Sport, Book Club and the Community Day Fair.

Events for 2019

- ELC3 Picnic – Thursday 31 January, 5.30pm
- ELC Information Night
- Thursday 7 February, 7.00pm

- Junior School and ELC4 Picnic
 - Friday 15 February, 5.30pm
- Community Day Fair
 - Saturday 16 March – 10.00am to 4.00pm
- Christmas Festival of Giving
 - Sunday 1 December

If you are interested in becoming a class representative, helping out at the many events at the College during the year or would like more information about community events, contact Bronwyn Betro, Community Coordinator:
bronwyn.betro@stleonards.vic.edu.au or
9909 9495

Office hours during the holidays

The College will be closed from 4.00pm on Friday 21 December 2018 until 8.30am on Monday 7 January 2019. During January the switchboard will operate from 8.30am to 4.00pm.

Liz Bawden
Director of ELC



Early Learning Centre Hours

Hours

ELC3

Full time: Monday - Friday, 8.40am - 3.00pm

Part time: Monday - Thursday, 8.40am - 3.00pm

Sessional: Monday - Friday 8.40am - 12.00pm

ELC4

Monday - Friday, 8.40am - 3.00pm

Out of School Hours Care

Before School Care: 7.45am - 8.40am

After School Care: 3.00pm - 6.00pm

Director of the ELC

Liz Bawden, liz.bawden@stleonards.vic.edu.au

9909 9325

Contacts

Early Learning Centre: 9909 9325

Out of School Hours Care: 9909 9408

Junior School Reception: 9909 9551





The Hundred languages of children

The child
is made of one hundred.

The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.

A hundred, always a hundred
ways of listening
of marvelling, of loving,
a hundred joys
for singing and understanding.
a hundred worlds
to discover, a hundred worlds
to invent,
a hundred worlds
to dream.

The child has a hundred languages
(and a hundred, hundred, hundred more)
but they steal ninety nine.
The school and the culture
separate the head from the body.
They tell the child:
to think without hands

to do without head
to listen and not speak
to understand without joy
love and marvelling
only at Easter and Christmas.

They tell the child:
to discover a world already there
and of the hundred
they steal ninety nine.
They tell the child:
that work and play
reality and fantasy,
science and imagination,
sky and earth,
reason and dream
are things
that do not belong together.

And thus they tell the child
that the hundred is not there.
The child says:
No way
The Hundred is there.

Loris Malaguzzi 1920-1994

About the Early Learning Centre

St Leonard's College Mission Statement

Through inspiring and caring teachers and in a physically, emotionally and spiritually safe coeducation environment, St Leonard's College provides an exemplary, innovative education for its students, enriched by the traditions of its heritage.

St Leonard's College Early Learning Centre Mission Statement

Our mission is to create a centre of excellence for children three to five years of age. The centre will value and respect children, their families and staff and foster a learning environment that provides a foundation for young children to become responsible citizens of the world.

The centre provides a range of learning experiences that will foster self esteem, resilience, reflection, imagination, curiosity and the motivation to become a lifelong learner. Children's well being and sense of identity will be fostered to develop confident and involved learners.

The College values the principles of global sustainability and recognises the uniqueness of the individual. We value and respect the diverse cultures and traditions of our children and families.

Our centre attracts dedicated educators who work together as a team with children and families. Families are valued for their participation, involvement

and partnership. They will be encouraged to share their expectations, thoughts and ideas. Our centre values relationships that promote collaboration and communication both with and between children, families and staff.

The physical environment is welcoming, safe and stimulating, provoking and aesthetically beautiful.

The program

The program will:

- Promote a strong and positive image of children, advocating for their rights both as citizens and to realise their own potential
- Require children to accept their responsibilities as global citizens
- Encourage the active participation and involvement of parents
- Provide an environment which will stimulate, challenge and provoke children's thinking
- Reflect the children's and adults' interests and provide opportunities for different learning styles
- Value children as individuals and group members and be inclusive of differences in gender and culture
- Provide small and large group experiences that will provide complex cognitive problems for children to solve, enabling persistence and motivation to develop
- Document the children's experiences in order to make the learning visible

- Encourage reflection and research for staff, children and parents
- Value relationships that promote collaboration and communication with and between children, parents and staff
- Encourage children to participate in research projects which will provoke them to theorise, analyse, reflect, revisit and interpret
- Provide fun learning experiences

Introduction to the Reggio Emilia Approach

In conjunction with the International Baccalaureate Primary Years Programme, our learning environment is influenced strongly by the Reggio Emilia approach to education.

The educators in Reggio view:

The child as a protagonist. Children are rich, strong, and capable. All children have preparedness, potential, curiosity and interest in constructing their learning, negotiating with everything their environment brings to them. Children, teachers and parents are considered the three central protagonists in the educational process.

The child as a collaborator. Education has to focus on each child in relation to other children, the family, the teachers and the community, rather than on each child in isolation. There is an emphasis on work in small groups.

The child as a communicator. This approach fosters children's intellectual development through a systematic focus on symbolic representation, including words, movement, drawing, painting, building, sculpture, shadow play, collage, dramatic play and music which lead children to surprising levels of communication, symbolic skills and creativity.

Children have the right to use many materials in order to discover and communicate what they know, understand, wonder about, question, feel and imagine. In this way, they make their thinking visible through their many natural languages.

The environment as a third teacher. The use of space encourages encounters, communication and relationships. Every corner of every space has an identity and a purpose, is rich in potential to engage and communicate and is valued and cared for by the children and the adults.

The teacher as a partner, nurturer and guide. Teachers facilitate children's exploration of themes, work on short and long-term projects and guide experiences of joint, open-ended discovery and problem solving. To know how to plan and proceed with their work, teachers listen and observe children closely. Teachers ask questions; discover children's ideas, hypotheses and theories, and provide occasions for discovery and learning.

The teacher as a researcher. The teachers see themselves as researchers preparing the documentation of their work with children who they also see as researchers.

The documentation as communication. Careful consideration and attention are given to the presentation of the thinking of the children and the adults who work with them.

The parent as partner. The ideas and exchange of ideas between parents and teachers favour the development of a new way of educating, which helps teachers to view the participation of families not as a threat, but as an intrinsic element of collegiality and as the integration of different wisdom.

Victorian Early Years Learning and Development Framework

The Victorian Framework sets the highest expectation for every child.

It identifies five Early Years Learning and Development Outcomes for all children:

- 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

The Victorian Framework describes each of these outcomes for children from birth to eight years. The outcomes provide a shared language for all early childhood professionals and families to use when planning for children's learning and development.

The Victorian Framework is an effective way for early childhood professionals to work together with children and families to facilitate learning and development.

The Practice Principles for Learning and Development are the foundations for professional practice based on the latest international evidence about the best way to support children's learning. They are based on the understanding that when early childhood professionals establish respectful and caring relationships with children and families they are able to work together to deliver effective learning and development experiences relevant to children in their local contexts. These experiences gradually expand children's knowledge and understanding of the world.

Victorian Early Years Learning and Development Framework for Children from Birth to Eight Years. November 2009



The International Baccalaureate Primary Years Programme

The International Baccalaureate Primary Years Programme (PYP) provides the framework that encompasses skills, concepts, learner attitudes and the overriding themes or topics such as Who We Are, How we Express Ourselves, How the World Works and Sharing the Planet, which provides the provocation for inquiry.

St Leonard's College ELC receives Exceeding rating for their Assessment

The ELC staff were very pleased to be awarded the highest rating for their recent assessment.

The Department of Education rates all Children's Services in Australia against the National Quality Standards every 3 years. It is reassuring to be acknowledged for leading the way in the field of early childhood education and care.



All aspects of our ELC were observed from our program and practice to the learning environment we create for the children. Congratulations to all the ELC staff who through their positive daily interactions with children and families, program implementation and professional standards make our ELC a wonderful place to be for children and families.



Routines

Settling in

Some children settle into an early learning program quickly and happily. Some feel shy and may be upset on their first day. As they get used to the program, their new surroundings and the staff, they will be eager to start each day's activities. We will do everything we can to make your children feel secure and happy, in what may be their first time away from their parents. We suggest that new children to the centre attend for half days in Week 1.

Signing in

For safety and security reasons, parents are required to sign their child in and out of the Centre. The arrival and departure time of the child must be documented and initialled. We will need to have a specimen signature of every person who is likely to collect the child during the year. Please call or email if there are any changes for your child's pick up on the day. If the child is to attend the After School Program, please document this in the sign in book also.

Please do not fill in the departure time until you collect your child.

The portfolio

Leaving messages for your child in their portfolio

Sharing the first years of a child's life is a serious responsibility, but it is also an experience rich with feelings of affection and with discoveries. Your child's experience with us will go beyond the time we spend

together. This portfolio should contain messages for your child— events, thoughts, feelings and ideas that tell the story of the child's life at the Centre and at home. This portfolio calls for a generosity of spirit and a will to give to the child a memento of their childhood.

This book will be a reflection of the child's learning throughout the year, using images, documentation and pieces of their work.

Health and attendance

Regular attendance is important for a child at this age. However, a child who is ill recovers best at home. If your child has an infectious disease, please let us know, as we will inform you of the length of time your child is required to stay at home. If a child has an ongoing condition or allergy, it is important for us to be aware of this.

Please do not send your child to the ELC if they have a bad cold, as they will spread it to other members of the group.

All children need to be immunised as per the new government regulations.

Toileting

We encourage children attending the Early Learning Centre to be independent in the bathroom.

Our definition of independence is:

- Children who recognise when they need to go to the toilet and do so
- Children who can clean themselves independently

Clothing

A named protective smock is required for each child. These are available from the Uniform Shop. Smocks should stay in your child's locker during the week and should be taken home on Fridays for laundering.

Hot days

We are very concerned with all aspects of safety for your child; therefore we are aware of skin safety in the playground. The children will be required to wear a hat during term 1 and term 4. Please apply sun cream on your child prior to coming to the centre. We will reapply sun cream on the children during the day. Our policy is, 'No hat, no outdoor play'. We will enforce this policy rigorously in the best interests of your child.

Cold days

Parents may wish to send a warm coat for your child during the winter months.

Spare clothes

All children are required to have a complete change of clothes in their bag. We do have a few spares, but children are usually happier to wear their own clothes. If, however, your child comes home wearing an item of our clothing we would appreciate prompt laundering and return of the item so that our emergency supply is always available for whomever needs it.

Morning Tea

Each child is required to bring their own morning tea in a small container.

We encourage healthy foods such as fruit, vegetables and cheese.

Lunches

Parents are requested to send their child's lunch in a suitably named container. Please do not send lollies or chocolate. As Early Childhood Educators, we are concerned with the health and welfare of all young children. We will be encouraging the children to develop awareness of food that is nutritious. Sending 'junk food' also creates unhealthy competition between the children, as they begin to compare and assess who has the 'best' lunch. As we will also be developing the children's awareness of the environment and teaching them to re-use and recycle, we would prefer you to send a water bottle and a rubbish-free lunch.

For the wellbeing of all the students and particularly those with allergies, the centre has a nut free policy. No nuts or nut by-products are to be included in the children's lunches.

Lunch can also be ordered from the school canteen via flexischools.com.au

Siesta

The children will rest for approximately an hour each day. During this time children enjoy relaxing music and stories. They may sleep or rest quietly on their beds. Each child will be supplied with a waterproof mattress. Each child needs a small fitted sheet (cot sheets are perfect), a small pillow and a rug or a blanket. Each of these items needs to be clearly named. The pillowcase and sheet will be sent home at the end of the week for

laundering

Toys

A great deal of violence is shown on television and acts of violence occur each day in our environment. It is important, therefore, for children to learn that problems can be solved by non-violent means, by talking and discussing rather than hitting. For this reason we do not want to see the children bringing along weapons such as guns and swords to the Early Learning Centre. We will also discourage 'super heroes' for the simple reason that they portray fighting and violence as ways of solving problems. Children of this age learn by modelling behaviour they witness.

Birthdays

Birthdays are a very important part of a young child's life. If you would like to bring along a cake or icypoles to share with the other children, we encourage you to do that. If you choose to bring cakes, we find that individual patty cakes are the most suitable. Icy poles are more inclusive if there are any children with allergies in the group. If your child is having a private birthday party, unless every child in the group is invited please mail invitations, as children are easily hurt if they feel omitted from such an occasion.



Transition

We are certain that any children who have attended the Early Learning Centre will make a smooth transition to prep at the College. They will be familiar with the environment, the prep teachers and the College community.

Environmental awareness

This program will also develop awareness in children for recycling and re-use. Sustainable practices are encouraged such as rubbish free lunches, composting, use of a worm farm and saving power.



Your trash is our treasure

As we will be engaging in many and varied art activities during the year, we will need a number of different items to be collected from the home.

These include:

- Margarine containers
- Foam trays
- Corks
- Buttons
- Scrap paper
- Cardboard
- Cardboard rolls
- Wrapping paper
- Wool
- Waxed bags
- Old shoes, ties
- Clothes for dress-ups
- Boxes
- Cards
- Cotton reels
- Ribbons
- Old stockings

The Gallery

The Gallery is a place for beauty and for children's efforts to be valued. For safety reasons, children are not permitted to run in the Gallery. Please ensure that your child is aware of this rule.

Children are not permitted to have food in the Gallery unless supervised by staff.

Toddlers

Toddlers are welcome in the centre but must be supervised by their parents. We have been distressed in the past to see parents chatting in an ELC room whilst their toddler plays unsupervised in the gallery. Toddlers like to tip out activities that staff have prepared for the preschool children. Parental supervision eliminates this risk.

Security code

The code on the front and back doors will be changed annually for the safety of our children and the security of the centre. Please do not share this code with anyone other than a person who will be coming to collect your child. It is unacceptable to pass on this code to your child's siblings as we do not want anyone under the age of 18 to operate the door code.



The program

Motor Skills (ELC4)

Motor skill development refers to the ability to receive, interpret and respond appropriately to sensory information. The aims of motor skills, therefore, are not only limited to the acquisition of physical skills, but also to assisting the child to function more successfully in all areas of the curriculum. This is achieved by the use of sequentially planned movement experiences in which parent involvement is encouraged.



Swimming (ELC4)

During term 1 and term 4, ELC4 children will participate in weekly lessons.

Library

An appreciation and love of books will be developed during library lessons. The children will be able to borrow a book on a weekly basis. To keep our books protected and in good condition your child will need a library bag. These will be available from the Uniform Shop.



Music

Music is a structured program which will revolve around a number of musical activities including games, singing and playing percussion instruments. These activities will introduce the children to basic concepts of rhythm, pitch, pulse and note reading.



Mind Body Soul

During these weekly sessions the children will learn yoga poses for flexibility and strength. The children also practise mindfulness to promote their wellbeing.



Drama

Children's imagination, story telling and role playing will be enriched by a drama experiences.



Documentation

What is it?

- Photographs
- Transcripts of small group discussions, explorations of a topic (recorded audio)
- Children's symbolic representations of their theories and ideas (drawing, sculpting, painting)
- Collaborative projects, e.g. a group painting, model, or some other form of representation at the culmination of a project

- Video

Why do it?

- It allows children to revisit their own discovery process and perhaps provide a beginning for further learning
- It provides educators with a tool for research
- It provides a means of communication with parents and the community
- It shows that adults value both the process and the product of children's work.
- It leaves children with traces of the past – memory
- Documentation provides the opportunity to display to others how powerful children are:
 - Reflection
 - Revisiting/Recognising
 - Self-evaluation and social evaluation
- Gives parents the opportunity to know what their child does and makes their learning visible



Parent involvement

Parent involvement is an integral component of our program and we welcome you to participate on a daily basis. Parents' ideas, thoughts and expectations will be encouraged.

All parents require a current working with children's check and the Volunteer Registration process is online through STL link.

Communication between school and the home is crucial. Staff will communicate with parents verbally at the Centre, via phone, email, the portfolio, journals, newsletter, a staff/parent conference and through the extensive documentation of children's learning.



Events and Celebrations

We will encourage the active involvement of parents at all times in the program. We provide a number of events and celebrations throughout the year, which family members will be invited to attend.

At the beginning of the year we organise a picnic at the Early Learning Centre for the children and parents to get to know each other. We also have:

- Curriculum evening
- Mother's Day celebration
- Father's Day celebration
- Community Day Fair
- Grandparents or special friends celebration
- End of year concert/Christmas party
- Sports day





These are some of the social functions that are organised by the Early Learning Centre and the College. There are many other functions to attend during the year. A class representative will be chosen for each group, who will be responsible for organising any other social activities for parents and families during the year.

Concerns

If you have any educational concerns or queries, please speak to the Educator rather than the Coeducators. The Coeducator is often placed in an awkward or embarrassing position when asked by a parent to comment on a child's development, as this function is outside their area of responsibility. If you have a serious concern which cannot be addressed by the teacher, please make an appointment with the Director of the ELC. If you wish to discuss your child's progress, you will need to make an appointment outside the program time. We also love hearing positives about the Centre, staff and program.

Uniform

Expectations of students

Each student of St Leonard's College is individually responsible for ensuring that he or she is dressed in the correct College uniform and neatly groomed at all times during every school day. This includes travel to and from school. Winter school uniform is the official uniform, however in terms 1 and 4 students are required to wear the summer uniform.

At all times students must wear a complete uniform – either a complete summer uniform or a complete winter uniform. A combination of items from the summer and winter uniform is not permitted. Students must not wear an item of school uniform combined with casual clothes in the street.

Compulsory	Optional
Navy shorts (boys and girls) or skort (girls, combination shorts and skirt) with white piping	Navy rugby top with crested vertical green and white stripe
Navy polo top with navy sleeves and vertical green crested band	St Leonard's D-Tech navy sport jacket
Shoes: runners	St Leonard's navy fleecy track pants
Navy skivvy	
Plain white sports socks	
Regulation navy, bottle green or white hair accessories as sold at the Uniform Shop (if required)	
Navy bucket hat with embroidered crest	
School bag - backpack	
Navy art smock	
Library bag	

Hair accessories

Navy blue or bottle green hair bands, scrunchies or navy headbands only. Please do not send your child to the Early Learning Centre with precious clips or decorative hair wear. It creates competition and is very upsetting for the children if these items are lost or broken.

Policies

All ELC policies are available in the ELC gallery

Discipline Policy

It is St Leonard's College policy that all children and staff have the right to a safe environment. This means an environment which actively promotes respect, tolerance and acceptance, and where issues are effectively and responsibly resolved.

Biting will be treated very seriously. In the case of biting, both sets of parents will be notified – the parents of the child who has bitten, and those of the child who has been bitten.

We will be encouraging children to solve problems with words rather than with inappropriate means of coping with conflict.

If physical contact occurs between one or more children, staff will encourage children to think about the child who has been hurt physically. They will ask the child who has been unable to solve the problem questions as:

- How do you think the child you hurt is now feeling?
- How could you solve the problem in the future?

If the problem recurs, parents will be notified.

All ELC and Junior School teachers are trained in "1-2-3 Magic" - a behaviour and emotion coaching approach. Courses for parents will also be available at the College.

Anaphylaxis

Anaphylaxis is a severe, life-threatening allergic reaction. Up to two per cent of the general population and up to five per cent of children are at risk. The most common causes in young children are eggs, peanuts, tree nuts, cow milk, bee or other insect stings, and some medications.

Young children may not be able to express the symptoms of anaphylaxis.

A reaction can develop within minutes of exposure to the allergen, but with planning and training, a reaction can be treated effectively by using an adrenaline auto-injector called an EpiPen®.

St Leonard's College ELC recognises the importance of all staff responsible for the child/ren at risk of anaphylaxis undertaking training that includes preventative measures to minimise the risk of an anaphylactic reaction, recognition of the signs and symptoms of anaphylaxis and emergency treatment, including administration of an EpiPen®.

Staff and parents/guardians will be made aware that it is not possible to achieve a completely allergen-free environment in any service that is open to the general community. Staff should not have a false sense of security that an allergen has been eliminated from the environment. Instead, St Leonard's ELC staff recognise the need to adopt a range of procedures and risk minimisation strategies to reduce the risk of a child having an anaphylactic reaction, including strategies to minimise the presence of the allergen in the service.

In accordance the following procedures will be followed.

- A risk minimisation plan will be completed, which includes strategies to address the particular needs of each child at risk of anaphylaxis, and this plan will be implemented
- Parents of a child at risk of anaphylaxis will be provided a copy of the service's Anaphylaxis policy
- All parents/guardians will be made aware of the Anaphylaxis policy
- All Anaphylaxis action plans for the children are to be signed by the child's doctor and are visible to all staff
- EpiPen® (within expiry date) is available for use at any time the child is in the care of the service
- EpiPen® is stored in an insulated container, in a location easily accessible to adults (not locked away), inaccessible to children and away from direct sources of heat
- All staff, including relief staff, are aware of each EpiPen® kit location
- Staff responsible for the child/ren at risk of anaphylaxis undertake anaphylaxis management training, which includes strategies for anaphylaxis management, recognition of allergic reactions, emergency treatment and practise with an EpiPen® trainer, and is reinforced at yearly intervals
- The service's emergency action plan for the management of anaphylaxis is in place and all staff understand the plan
- A treat box is available for special occasions (if relevant) and is clearly marked as belonging to the child at risk of anaphylaxis
- Parent/guardian's current contact details are always available
- Information regarding any other medications or medical conditions (for example asthma) is available to staff
- If food is prepared at the service, measures are in place to prevent contamination of the food given to the child at risk of anaphylaxis



Out of School Hours Care

St Leonard's College is committed to offering quality Out of School Hours Care (OSHC) for students in the form of before and after school care. Before and after school care programs are available to children in ELC to year 6. Care is available on a permanent, casual or emergency basis.

Before school care prepares children for the day ahead by creating an informal but well supervised environment with a variety of quiet activities. The after school program provides a variety of stimulating, creative and recreational activities within a safe and supportive environment. Children can also take the opportunity to spend some of their after school care time meeting their homework commitments. Children are provided with afternoon tea each day.

Fees

Before school care (from 7.45am to 8.30am): \$20.00

After school care early session (3.00pm to 4.30pm):
\$20.00

Late session (3.00pm to 6.00pm): \$28.00

Should parents collect their child after 6.00pm, an additional charge of \$1.00 per minute is applicable.

ELC children are not eligible for the holiday program or programs run on student-free days.







St Leonard's College