

Child Side Update Term 1 March

The Child Side Structure: Collectively 'We' are the SW Learning Association Incorporated and we trade as Child Side School and Playgroup. We have been established and operating as a playgroup and school since 2002. As of 2017 'we' consist of:

Our philosophically aligned weekly Tuesday morning Playgroup which caters for 0-3 age group along with their families focusing on positive interactions and learning through the senses and an active, nature based approach using the outdoor environment. Karron is the current Playgroup Listener and her role is to 'meet and greet', guide interactions, model constructive play and age appropriate learning by 'watching, listening and responding' to active, curious children rather than setting up craft activities to fill their morning. Our playgroup involves parents as an active and interactive community rather than a 'time-out' for parents. Please feel welcome to pop in and say 'hello'. Community building is a conscious effort.

The ECC- the Early Childhood Cluster catering for Kindergarten to Year 3 children. Leonie and Rachel are the core educators who 'team teach' and interact with all ECC learners across the shape of each day in a variety of ways. Toni and Larissa work in the ECC on alternate days as educator support (directed by educators) in a variety of capacities, including providing extra hands, ears, hearts and voices to add diversity, quality interactions and personalise work at point of need. Trusting and responsive working relationships are the key structure behind the Child Side way and our high staff: child ratio enables us to personalise learning and experiences for children and ensure their 'voices' can be considered as individuals not a group. Educators can engage and respond to children rather than just 'manage' them as a single unit. Our high ratio enables us to work 'slowly' and 'well' and unpack learning complex skills and knowledge like reading, writing, socialising, communicating, mathematical thinking... rather than just filling children up and packing a crowded curriculum into them. Both ECC educators work within the Early Years Learning Framework EYLF, the NQS and with the WA Curriculum K-10 Outline and plan, prepare, reflect and consult with each other to ensure the best outcomes for children in their educational care. Karron helps with the Playgroup to Kindergarten transition and music for Ks and PPs.

The MCC- Middle Childhood Cluster catering for Years 4-6. Lisa is the core educator who develops and extends the learning structures and shape of the day established during the ECC years. Her role is to liaise with the ECC educators then continue and add developmentally appropriate expectations and learning strategies. She works with the WA Curriculum K-10 Outline within the Big Picture Education Australia BPEA philosophy and practice. The year 3 ECC and 4s MCC are encouraged to maintain their connections and keep strong relationships going through the mountain bike programme for years 3-6 each Thursday (term 1 and 4) to help with the transition phase. They are also welcome to integrate at lunch times and the doors are always open to the MCC learners to return to the ECC to mentor, catch up, engage with ECC staff and children. Lisa and the MCC learners work across the ECC (no Kindies) on integrated Wednesdays with Rachel, focusing groups in various curriculum areas such as Open Studio (The Arts and visual, creative expression) and Science in the Kitchen and the Garden. This enables Leonie to undertake administration duties and professional up-skilling required of the school in relation to curriculum development and accountability with the roll out of the new phases of the WA Curriculum K-10 Outline. This usually is a full time role for Heads of Departments/Learning Areas in other schools. Child Side chooses to have more hands-on educators with the children than have a full time education administration and curriculum development role.

The YACs: Young Adolescent Cluster Years 7-10 (only 7-9 in 2017). Previously this cluster was known as the FLA Family Learning association 2010-2016 and the EAC (Early Adolescent Cluster) at the beginning of 2017. However staff and children found EAC a mouthful and YACs seemed to fit developmentally with a great deal of YAC Yakking as this age group's preferred learning style! Kate, Vanessa and Clair work across the curriculum in a variety of dedicated roles and curriculum responsibilities, sometimes concurrently so that core areas such as maths can be personalised to year level and individuals point of need whilst other YACs are actively engaged with integrated curriculum projects. YACs and MCC integrate for lunch daily and for certain dedicated projects. YACs mentor Kindies for Lunch clean-up and help develop working relationships right from the very start. Every cluster has learning and organisation structures and all shapes of the day have shared 'rules' and intents.

Food for thought: 'You've got to teach kids to operate in the world they're going to live in.' WA Sport and Recreation Minister, Mai Davies.

Important Dates

Please check outdoor whiteboards.

Friday 3rd March- NO SCHOOL: School Development day- staff only. Staff work with an independent education consultant, Dr Marie Martin, conducting reviews eg: NQS (National Quality Standards), curriculum audits, curriculum planning....

Monday 6th March -No School due to public holiday.

Education Assistant Practicum: We welcome Lisa McGuigan-Mahony on placement at Child Side for her practical component of her studies.

Every Wednesday Early Close 2pm for Staff dialogues+ family LTDs: Please see Karron.

Hats are being forgotten regularly, in particular down the ECC end. Please, please, please check ALL children have HATS and water bottles and running shoes daily (bike track daily)



Child Side Glossary:

Resiliency: the definition of resiliency holds two fundamental decisions:- that an individual has experienced some level of risk and that they have achieved positive outcomes (Masten & Powell, 2003). For example, Masten defines resilience as "children who have good outcomes in spite of serious threats to adaptation of development" (2001, p. 228).

Resilience refers to the ability to successfully manage life, and adapt to change and stressful events in healthy and constructive ways. **Maggie Dent**