

PREP 2024

ORIENTATION SESSION - THREE

CHAPEL HILL STATE SCHOOL

Supporting a happy transition - Kinder to Prep



Session 3 Teachers



Anna
Baker
GREEN
GROUP



Simone
Thorton
RED
GROUP



Shannon
Ryan
BLUE
GROUP



Andrew
Watson
ORANGE
GROUP



Monique
Graham
YELLOW
GROUP

PREP 2024

ORIENTATION SESSION - THREE

CHAPEL HILL STATE SCHOOL

Supporting a happy transition - Kinder to Prep





Acknowledgement of Country

We thank the Jagera and Turbal people for sharing their country.

We promise to look after the birds and the animals, the land and the plants, the water and the people of this country as we learn and play at Chapel Hill State School.

Today's session

- CHSS's Core Purpose
- Teaching and Learning and the Prep Curriculum
- Walker Learning and daily schedule

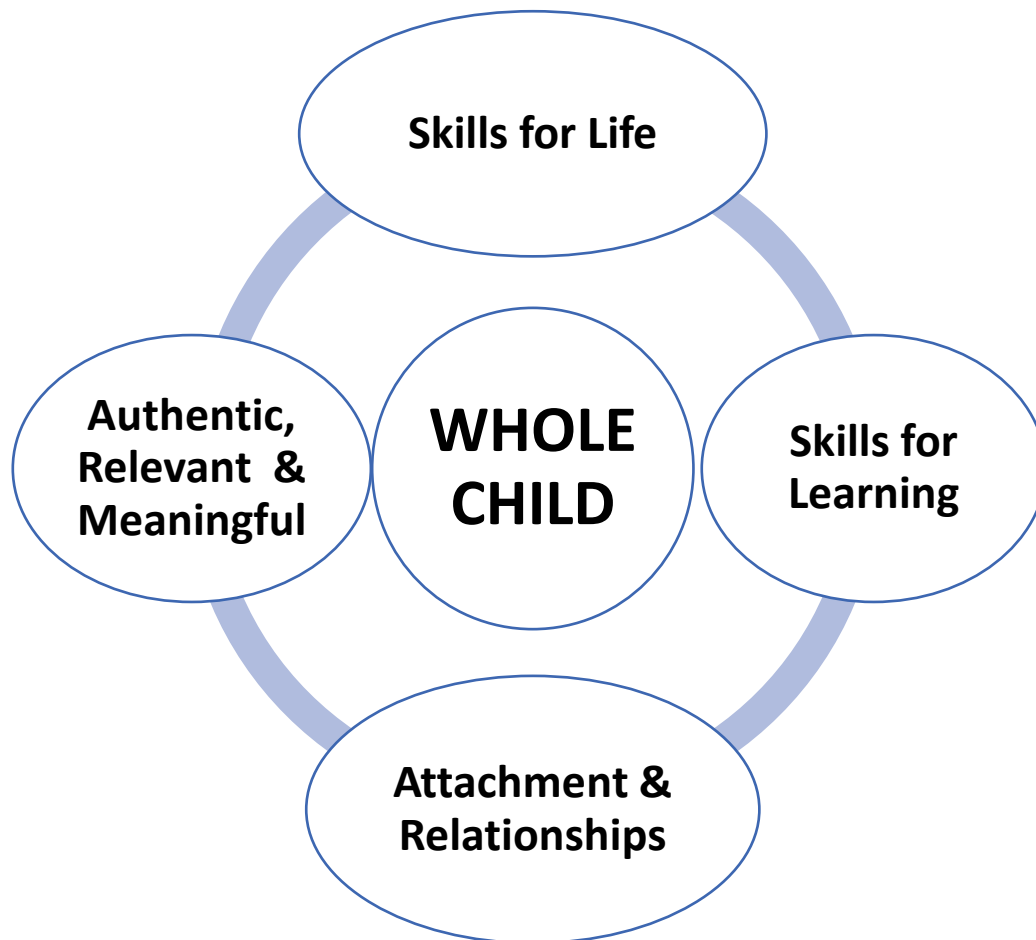


CHSS Core Purpose

To develop successful learners who are confident and creative individuals who can interact with respect as informed global citizens.

A broad vision of 'success' equips children to be socially adept, flexible thinkers who take joy in life-long learning.

WALKER LEARNING PEDAGOGY

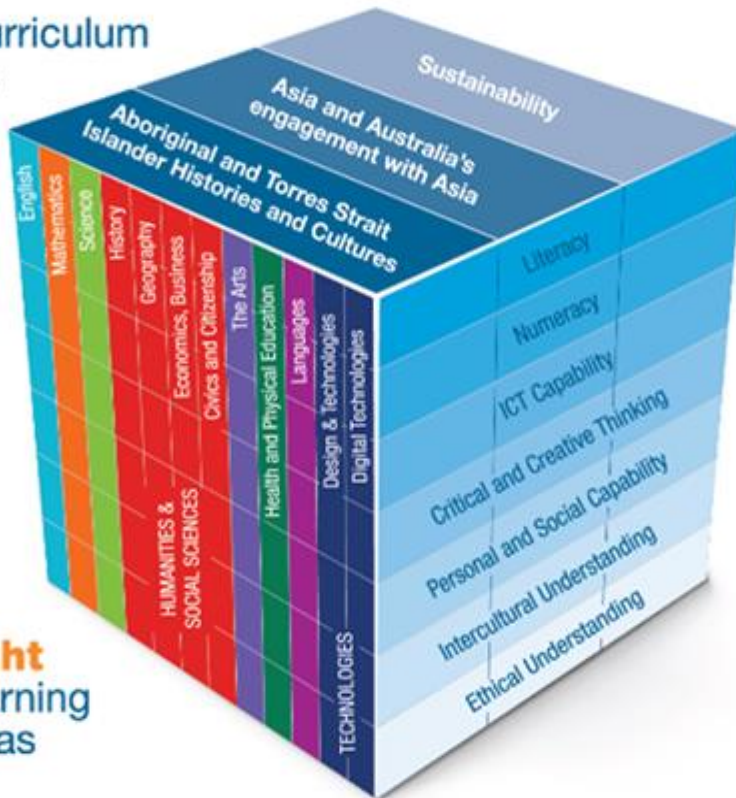


**An essential skill set
for 21st Century
success:**

- Collaboration
- Communication
- Content
- Critical thinking
- Creative innovation
- Confidence



Three
Cross-curriculum
Priorities



Eight
Learning
Areas

Seven
General
Capabilities

Describes the **knowledge and skills** that teachers are expected to teach and children are expected to learn

A typical day of learning



Play-Based Learning Block

Tuning-In → Investigations → Reflections

English- Maths-Science-HASS- SEL



Literacy & Numeracy Blocks

Explicit Teaching + Hands-On Activities

Whole Class – Small Group – One on One



Other Learning Areas & Specialist Lessons

Explicit Teaching + Hands-On Activities

Whole Class – Small Group – One on One

A word on Reading & Writing

Term 1: Building a strong foundation....

Focus is on oral language , phonemic awareness, letter-sound knowledge and early concepts about print through modelled and shared reading & writing experiences.

By end Term 1: Launching into reading ...

- Small group, guided reading-writing lessons
- Home Reading commences

Specialist Lessons – weekly

Music – Physical Education - Library



As part of the curriculum, students have weekly lessons with the Music Specialist, P.E. Specialist and the Librarian.

Perceptual Motor Program



Swimming?

- From Year 1
- Term 4
- Off-site (bus travel to ATC)
- Beginners to accomplished
- Accredited swim instructors under direction of our P.E. Teacher

The appeal of Walker Learning....

...a holistic approach.....committed to developing children who can **think** for themselves and for others, can **create** and **imagine**, who are strong in their **literacy** and **numeracy**, and who can navigate the challenges of the world with **intrinsic motivation** and **strength of character** made of a **strong sense of self** and **resilience**.

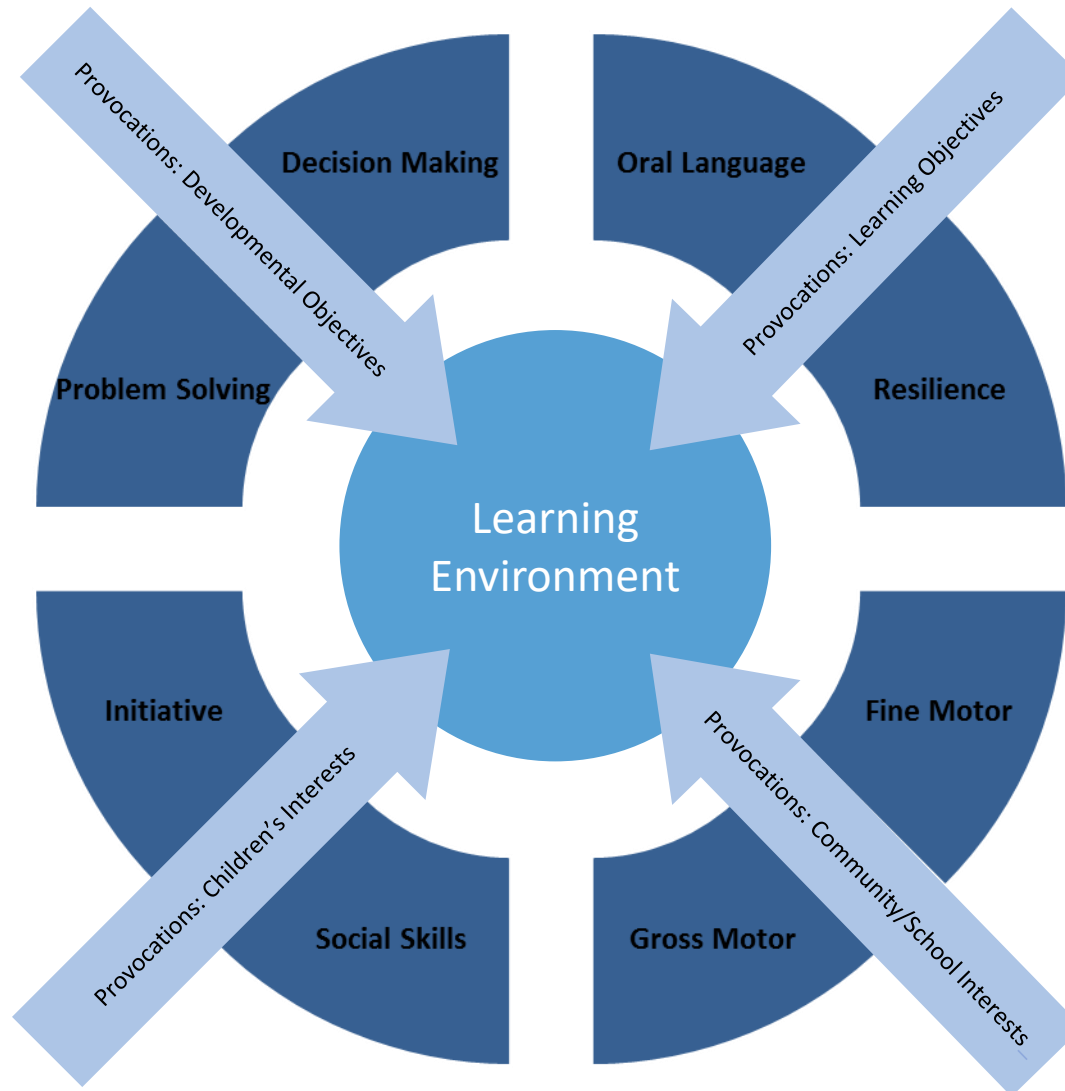
Inquiry Learning Block

Tuning-In → Investigations → Reflections

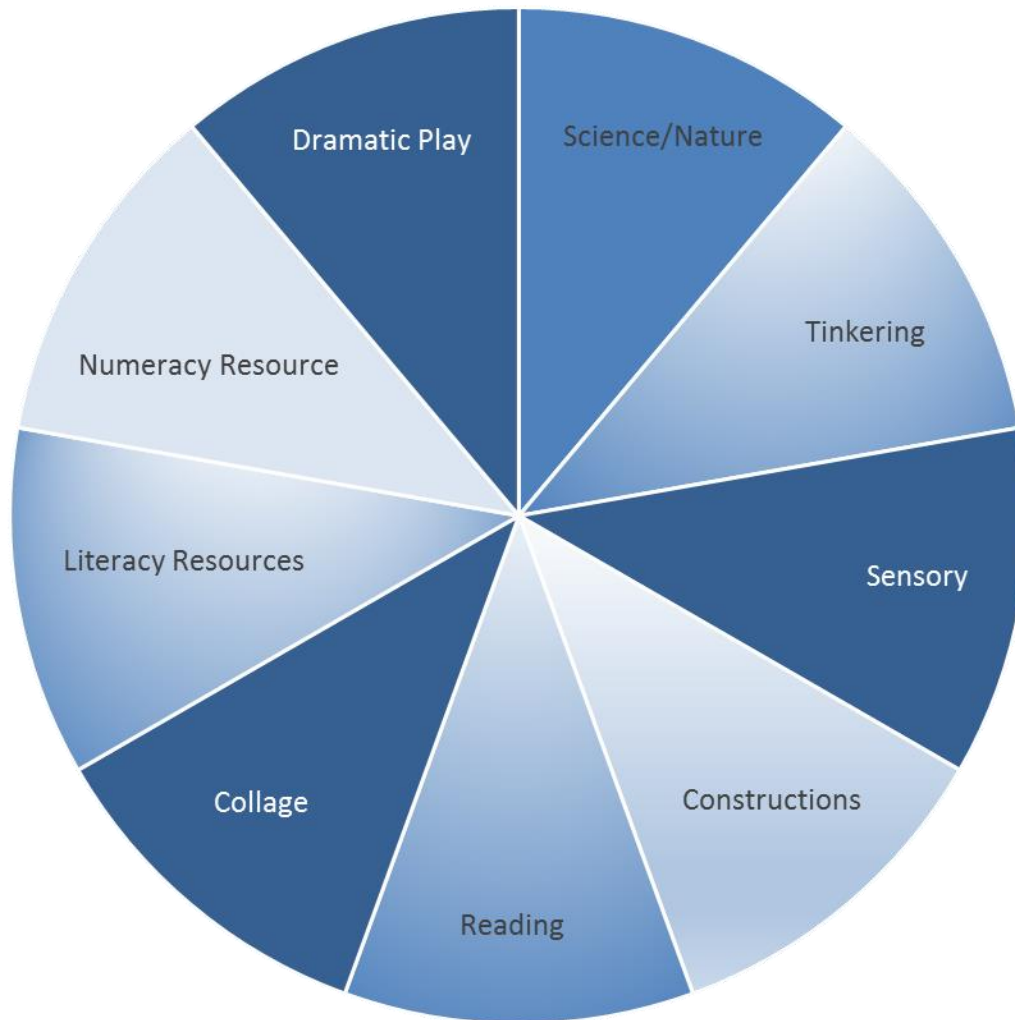
Key elements:

- *Welcome and Roll Call*
- *Tuning-In*
- *Investigations*
- *Reflections*
- *Re-Set*

Environment



Environment



Tuning In (20 mins)

Greeting/Relationship
Admin
(2-3 mins)

- Mark roll
- Lunch orders
- Welcome and engage

Review / Reflection of the
Learning
(6 mins)

- Conversation of the learning - the past days
- Highlight provocations and link to learning later in day
- Provocation basket

Scaffold Children for
Learning
(10 min)

- 3 Focus Children – scaffold authentic interests
- Reporter – teacher directed
- Photographer – teacher directed

Intentional Dispersal of
Children to Investigate
(2-3 mins)

- Focus Children, Reporter and Photographer
- Scaffold children to leave mat with intention

Investigations (40-45mins)

Settle In
(5 mins)

- Children take time to get started
- Teacher takes time to observe

Scaffolding Focus Children
Reporter, Photographer
(20 mins)

- Teacher spends about 5 minutes with each Focus Child to scaffold from their authentic interests
- Teacher spends about 5 minutes scaffolding the Photographer and Reporter

Incidental Scaffolding /
Observation (≥20 min)

- Teacher scaffolds children who need extension or support
- Teacher observes and makes mental notes about the skills or development of some of the children
- Teacher identifies Freebies/ checks in with Focus Children and the Photographer and Reporter

Reflection (\geq 20 mins)

Modelling and Scaffolding
(10 mins)

- Reporter
- Photographer
- Focus Children

General Discussion
(5 mins)

- Conversation about learning from Investigations and formal teaching links to curriculum areas
- Freebies

Re-Set Environment
(5 mins)

- Work in progress
- Lists for next Investigation
- Getting ready for the learning coming next

Focus Child

- Building relationships
- Non deficit model
- Based on Emotional Intelligence
- 2 to 3 children per educator per day/session
- Focus for the whole day/session
- Authentic and mindful with child for 3-4 minutes a couple times over the course of the day.

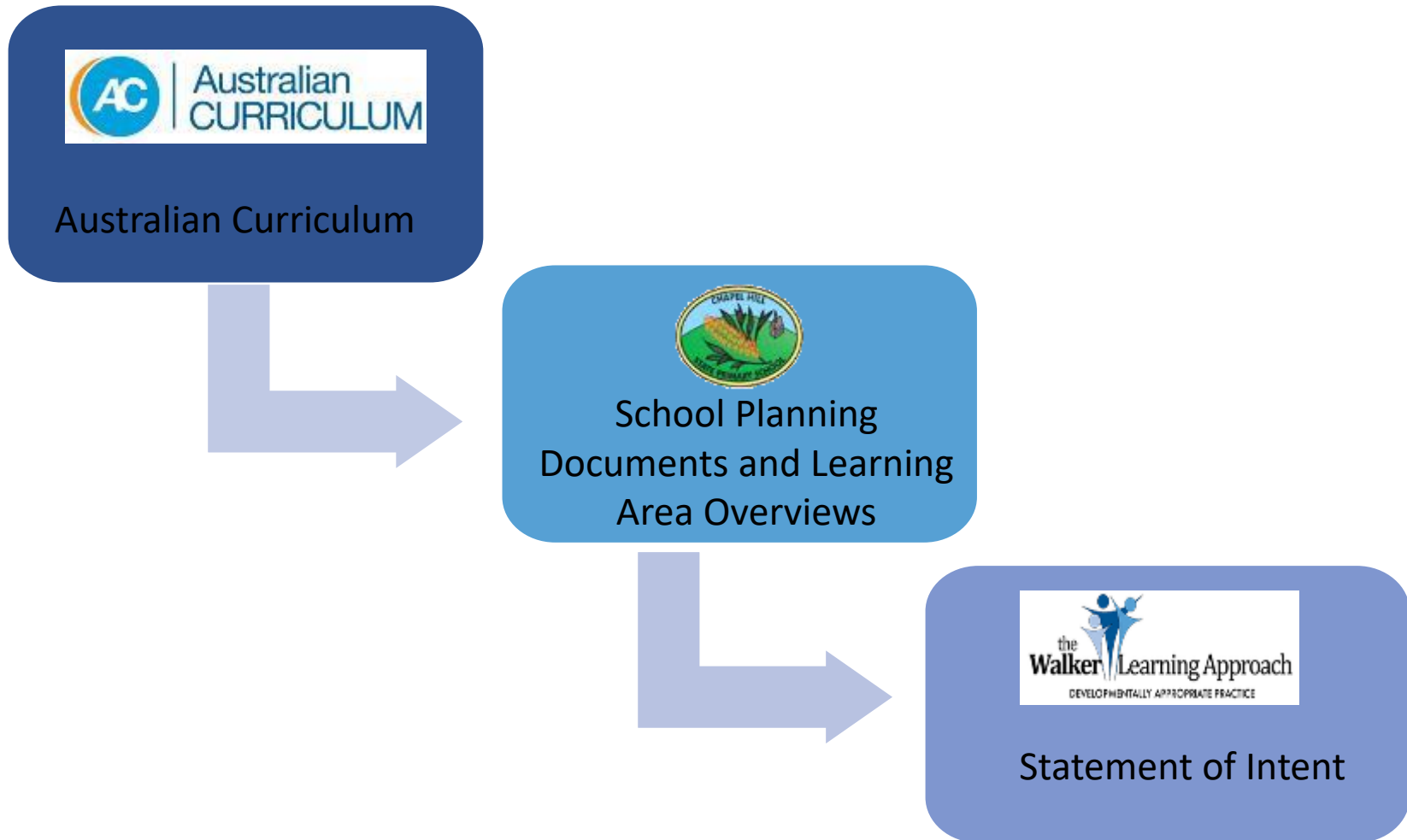
Reporter/Photographer

- The key is to ensure that the role is personalised to each child's level of learning and year level.
- Role is designed to move child a little out of egocentricity: awareness of peers, to talk and to interact, to question, to extend thinking.
- Separate child is used as the photographer but sometimes the two may work together.

Freebies

- Used during Reflection to highlight a relevant teaching point
- May be linked to past or upcoming curriculum learning opportunities
- May be linked to a Developmental domain that the teacher observed
- May be used to highlight personal growth in a student's skills

Planning



Planning



Statement of Intent

WALKER LEARNING APPROACH

Term: 1

Week: 1 and 2

Developmental domain objectives	AC Learning Area Content Descriptors	Learning objectives	Children's current interests	Staff/school/community interests	Learning experiences	Modifications
<p>Emotional - ability to describe or explain feelings or frustrations - decision making</p> <p>Social - ability to share space, resources and people with others as appropriate - awareness of others</p> <p>Language - volume of voice</p> <p>Cognitive - investigating</p> <p>Physical - movement around indoor and outdoor environments</p>	<p>Mathematics Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002)</p> <p>Connect days of the week to familiar events and actions (ACMMG008)</p> <p>English Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)</p> <p>Create short texts to explore, record and</p>	<p>Maths Number For the children to: - recognise numerals 1 – 10 - count collections or quantities 1-10.</p> <p>Measurement For the children to: - understand days of the week and different events that occur each day.</p> <p>Literacy Speaking/listening For the children to: - listen to and follow instructions. - speak in front of a group.</p> <p>Writing For the children to: - explore creating a</p>		<p>Term 1 - Getting to know the school - Birthday chart - Sports houses - Making friends - Meeting key staff members (eg. Principal, DP, Specialists etc.) - Australia Day - Routines and transitions - Fun Run - Ocean Life Incursion - Class photos - Change of season - Easter</p>	<p>Interest Areas</p> <p>Dramatic Play - dolls - calendar - cups and saucers - water jug - cookbooks - aprons - families books - baby bath - blankets - fake food - clothing - telephone - telephone contacts - paper (lists) - magazines - pencils - clipboards</p> <p>(VOCAB LABELS)</p> <p>Reading - big books - Jolly Phonics</p>	

A general daily schedule

8.35	Drop-Off Time / End of 'before school' supervision. Prepare for learning (NO play)
8.45	Roll Call & Messages
9.00	Lessons commence - First Session
11.00	Play Time
11.30	Lunch
11.40	End-of eating time → Return to class
11.45	Ready to Learn → Middle Session commences
1.30	Play Time
1.45	Afternoon Tea
1.55	End-of eating time → Return to class
2.00	Ready to Learn - Last Session commences
3.00	End of day

Drop-Off & Pick-Up



Start Time:

8:35am 'drop-off' for
8:45am start

Finish Time:

2:50pm 'pick-up' for 3pm
finish

There are designated areas for drop-off and pick-up outside the Prep classrooms.

Meal Breaks



Brain Snack

(10'ish')

Lunch

(11.30)

Afternoon Tea

(1.45)

- Supervised
- Close to the Prep Classrooms
- Tuckshop delivered and distributed

The Prep Playground



Designated **Prep
Playgrounds.**

Staff supervision x 2

Year 6 Student Leaders
as **'Playground
Buddies'**.

A few special events

- Under 8s
- Mother's Day - Father's Day Celebrations
- Book Week Parade - Book Fair
- End-of-Year Concert
- Student Council and P&C Fund-Raisers (Free-Dress 'themed' days...Crazy Hair /Socks)
- Junior Sports Day - Colour Run / Cross-country



Learning
with
curiosity,
creativity
and
purpose!