



LEARNING IN THE PREPARATORY YEAR

Scope: This policy applies to all Catholic schools conducted by Catholic Education - Diocese of Rockhampton (referred to as CEDR in the document).

1. POLICY STATEMENT

Primary schools across Catholic Education - Diocese of Rockhampton (CEDR) promote learning in the Preparatory year that reflects our Catholic ethos, contextualised in learning environments and experiences appropriate to the first year of compulsory schooling.

2. DESCRIPTION

This policy supports decision making to extend and enrich children's learning in the Preparatory year as a significant part of life-long and life-wide learning. Learning in the early years is the foundation of a child's spiritual, cognitive, cultural, emotional, social, creative and physical development. Through nurturing a love of learning and inquiry, children are encouraged to form meaningful relationships and connections with self, other children, teachers, families, the natural world and with God.

The role of parents / carers / guardians as a child's first and most important teacher is celebrated. Hence relationships between home and school, based on trust, open communication and respect, are necessary to support successful transitions.

Expert teachers continually build on their skill and knowledge to create learning environments and cultures that promote positive behaviours, attitudes and dispositions including creativity, curiosity, self-direction, collaboration, perseverance and resilience. Inclusive practices are implemented, valuing our children's diverse identities, background cultures, early learning experiences, interests, capabilities and learning needs.

The Preparatory year curriculum establishes foundations for learning success in all areas including oral language, literacy and numeracy.

The contexts that influence the design of learning in the Preparatory year, as articulated by the Queensland Curriculum and Assessment Authority (QCAA), are investigations, real life situations, focused teaching and learning, play, the teachable moment, and routines. The Australian Curriculum Foundation Level developed by the Australian Curriculum and Assessment Authority (ACARA) informs teaching and learning in the Preparatory year.



3. IMPLEMENTATION ISSUES

1. Engage all staff and parents / carers / guardians with the Learning in the Preparatory Year Policy to build understanding and ownership of, and commitment to, the underpinning principles of successful early learning within a faith-filled, Catholic setting.
2. Enact well planned processes that support successful transitions to school, taking account of each child's readiness and their experiences in prior-to-school settings.
3. Foster positive relationships and partnerships with families and ensure that effective communication supports quality learning at home and at school.
4. Design learning experiences informed directly by the Australian Curriculum Foundation Level.
5. Ensure classroom pedagogies align with both the Learning in the Preparatory Year Policy and contemporary understandings of evidence-based best practice in the early years.
6. Recognise the importance of children learning from adults and their peers in a collaborative, supportive learning community where experiences and knowledge are valued through inquiry and problem solving.
7. Appoint teachers committed to the CEDR approach to learning in the Preparatory year and continually build capacity through ongoing and targeted professional learning.
8. Foster opportunities for teachers to reflect critically on their instructional practice, promoting ongoing evaluation of their impact on children's learning and consideration of next steps.

4. REFLECTION MATERIAL

CATHOLIC EDUCATION POLICIES AND DOCUMENTS

- Catholic Education Diocese of Rockhampton *Spirituality in the Early Years* 2012
- [Student Protection Processes and Student Protection Guidelines](#) v11 2022

WEBSITES

- <http://www.rok.catholic.edu.au/>
- <http://rokreligiouseducation.com/>
- <http://qcec.catholic.edu.au>
- <http://education.qld.gov.au/>
- <http://www.qcaa.qld.edu.au/>

RESOURCES

- Australian Curriculum, Assessment and Reporting Authority (ACARA) [Foundations for learning: Relationships between the Early Years Learning Framework and the Australian Curriculum](#) 2011
- Charles Sturt University (2011). *Transition to School Position Statement*
- Department of Education, Training and Employment. *Supporting successful transitions: School decision-making tool*
- Ministerial Council of Education, Employment, Training and Youth Affairs Australia [Melbourne Declaration on Educational Goals for Young Australians](#) 2008
- QCAA (2006). *Early Years Curriculum Guidelines*
- QCAA (2014). *P-2 Curriculum, Assessment and Reporting*