

## **PARENT FORUM MINUTES**

DATE: Wednesday March 17<sup>th</sup> 2011

PRESENT: Angela Humphries, Daniel McCartney, Kelly, John

MINUTES: Meeting commenced at 6pm and concluded at 6:40pm

### **Portfolios**

The revised portfolio procedure was presented at the meeting. The portfolios have been brought into line with the ELYF framework. Each child has at least 2 individual and 2 group observations per month included in the portfolio. Children's work and photos are included in the portfolio but all items included have a link to an ELYF outcome and a brief explanation. It was explained that the portfolio was not a 'scrapbook' as such but a collection of evidence displaying and documenting each child's learning journey at the centre. Kelly used a portfolio and explained the process from a room leader's perspective. Parents were able to easily see how the items in the portfolio were linked to ELYF outcomes. It was explained that other items of craft or children's work were still sent home on a regular basis, but specific items were used in the portfolio.

### **Programs and Evaluations**

An example of the weekly program and its daily evaluation was tabled for discussion with specific reference made to the inclusion of the ELYF outcomes. The structure involving specific areas and learning activities was explained. The cycle of programming commencing with the Family Input Sheet as the initial stimulus and then that inclusion into the program with the program evaluated daily. It was pointed out that the focus areas, formerly themes were still incorporated into the program and that it was important that the reason for the inclusion of that focus was clearly articulated in the program.

Angela made the comment that it would be a lot of work for staff to complete this paperwork aspect of their role. John explained that each room received 2 hours of programming time per week off the floor. There was time available at rest time for other tasks to be completed. It was acknowledged that the staff worked very hard to provide quality care. Angela commented that the high educational standard was clearly evident.

### **Other Items**

Angela raised the issue of shoes and hats outdoors particularly because Sydney does not have shoes. She does have a hat and wears it outside but Angela wanted to know about shoes. After discussion Angela agreed that Sydney should have shoes and she has now been wearing shoes.

### **Room Feedback**

Kelly read the feedback from each of the rooms.

## **Baby Bunyips**

Continued with fun and creative experiences as the children grow older they will be more willing to engage in the various tasks and attend to group times. We have enjoyed looking at animals and wish to use the children's interests and needs to lead us on to future projects. We really want to share the whole story of these projects across the week or length of time they run. Wish to do this through a project book along with our usual formats such as observations and the day book. We aim to increase opportunity for group and individual activities such as puzzles, stories, picture cards, and music. We mainly wish to continue building on children's social skills with one another, as we are becoming more settled into our environment, a new one for many infants acknowledging each child's individual routine. Kelly

## **Playful Possums**

Our main focus is on children becoming more independent, hoping to have all children out of nappies, bottles and dummies where appropriate, as this takes up a lot of the day. Would like to continue building on self-help skills, learning to become independent and learn new skills. Build on social skills, positive interactions and behaviours, playing and learning individually but also with peers.

Aim to further children's language use as for some children English is their second language and younger children are still establishing basic language. This will be achieved through story time, picture cards, songs, rhymes, felt stories and other activities. Justine

## **Busy Bees**

Main aims for the children to learn basic concepts of shapes, colours, numbers and others and to continue working in a range of activities in preparation for school. Aiming to have children comfortable in their environment and to have fun as they play and learn. Focussing on guiding children's behaviour in a positive manner and encourage self-help skills in toileting, dressing and other important areas. Amanda.