



Woodland Park Preschool

A journey with our children

Created by the staff for the parents and children 2013

Social and Emotional Intelligence

Key Competences

- Self Awareness (Awareness of self and impact on others)
- Responsible Decision Making (Make good personal choices)
- Relationship skill (Form positive relationships)
- Social Awareness (Respect others, care and compassion)
- Self Management (Ability to manage own emotions)

A resilient child is an emotionally healthy child equipped to successfully confront challenges and bounce back from setbacks. They develop the ability to solve problems and have confidence in their decisions. This leads them to view obstacles as challenges rather than stresses. Children with resilient mindset rely on productive coping strategies.

Ivie constantly impresses with her capacity for emotional composure

Here, she spent a long time building before she went to get a drink of water



When she returned, her building was broken

Calmly Ivie said "never mind, I will make another one"



KEELAN shows concern for others by helping his friend.



Positive friendships have been formed as the boys enjoy a chat on the bed.



Friendship is all about enjoying fun times with others and sharing moments.

KEEN OBSERVERS

"Seeing" the extraordinary in the ordinary, paying close attention to detail is what we celebrate in the following pages.

Observe each child's absorbed attention, their total concentration. Watch their facial expressions and appreciate each child's individual strengths and abilities.

Their sense of wonder is evident as they take time to stop and observe.

KITTY has a love of fairies and princesses. She draws them, reads about them and dresses up to become one.



Kitty is an astute observer and always notices even the smallest changes in someone's appearance.



Watch as she observes herself in the mirror. Kitty tunes into and notices fine details.



SIUN displays a huge capacity to think deeply, to observe and question her world

She is very interested in observing facial gestures



She explores her interest through paint and clay

Here Siun is drawing another self portrait

CREATIVITY AND SELF EXPRESSION

Creativity and self expression emerges from multiple experiences, it includes a sense of freedom to venture beyond the known. Young children construct and reinvent continuously. They are apt to explore, make discoveries, change their points of view and fall in love with forms and meaning that transform themselves.

In the following sequences children's curious and competent hands discover the limits and potentials of materials using their senses. The beauty and originality of the children's work is evident.

"PROCESS" not end product is KEY. Our task is to aid children in climbing their own mountains as high as possible



EWELINA



She loves working on a large scale



she moves the orientation of her work from vertical to horizontal to suit her drip process



HOLLY

Is expert at using a wide variety of materials

She constantly experiments and combines materials



She uses a range of techniques and processes

Her work that is expressive and meaningful

'THE MASK' Double sided, two difrent types of paper used, paints, crayons, pen, sellotape and glue:



AINE has a fascination with Aliens. On this occasion she uses playdough as a medium to express her ideas

Observe the detail and the way in which she works with the material to represent her idea. Creativity emerges from these everyday experiences.

STORYTELLING

As long as there has been language and words, people have told stories. Storytelling is different to story reading, it demands imagination, insight and skill to present an idea that is memorable. Stories unite ideas with emotions, it arouses the listener's emotions and energy.

Storytelling develops a child's imagination as they share new ideas - ideas about real worlds or fantasy worlds, different points in time and invented characters. The sequence of events must be meaningful;

The human mind naturally loves stories and we assemble our own experiences into a story. The art of storytelling takes intelligence, as the storyteller has to create the characters from the self, it also demands a life experience that the storyteller can draw on.

Storytelling is literacy in action in very young children



CARA: I tell you a story about a Grainne Uaile. "Auntie Trish was born in India right beside where she usually works now, India is a very special place because I am a girl pirate. My Mammy actually works there. For the whole week, yea 6 weeks. Kasia says: can I ask you one question about India? How does your Mum get there? She flies in three aeroplanes for a long long long time. Her job is she runs a chinese restaurant there. I can read: on my car it says pirate weapon (cara is holding small car) little small writing you can't even see it but I can only see it because I have small eyes."

Planning and Construction

We are not born with the skills that enable us to control impulses, make plans, and stay focused. We are born with the potential to develop these capacities depending on our experiences during childhood, and into adolescence. Planning supports the process of learning and many of the children have become expert planners.

Many times these skills come to life in the Construction area. Construction materials invite children to be creative, to investigate and to develop early maths and science concepts such as, how tall can I build, how can I add in a ramp, how fast will the car go down an incline, what steps do I need to take to make a house.

After they plan and construct the children test out their own ideas and show what it is to behave like a "scientist" finding things out through investigation. This is active learning in action.

MAX is fascinated by technology, this picture shows Max "fixing" a laptop. He has an amazing ability to use real tools and is manually very capable.

His concentration is evident and he takes time to investigate.

Following **the** painting of the outdoor fence, he took a real interest in painting over real objects.



Movement & Music

Children are born with the desire to move, and movement is one of the first forms of communication. Movement is vital for children's growth and development. Through movement, children learn about their bodies, the space around them, and each other.

Children "think with their bodies" well before they think with words. Just watch the reaction of a young child when he hears music, an instrument playing, or someone clapping. He naturally connects music with body movement and responds to the sounds with motion, whether it's swaying, rocking, clapping, or kicking his feet. Sheer delight is almost instantaneous.

Research has found that music uses both sides of the brain, a fact that makes it valuable in all areas of development.

I hear and I forget
I see and I remember.
I do and I understand! Confucious

HAYLEY

Rhythm and movement really engage Hayley.

Here we see Hayley using her initiative as she took out all the drums, arranged them in order and played them.

She remained absorbed in this experience for a long period of time.





Robin

demonstrates his interest in dance, rhythm and music

Full body movement is his favourite form of expression



He particularly loves 70's music



He is familiar with a wide range of songs and music.



He sings to himself as he moves to the rhythm.

SCHEMA

Within the setting, adults tune in and observe children's interest in "repeated patterns". As children engage with these patterns eg lining things up, hiding and discovering, their actions become more elaborate and more complex as children explore their interests in many different contexts as possible. The child is finding ways of adapting to or understanding their world through these patterns.

Schemas provide us with another way of looking at children's behaviour and gives us clues to children's present interests and concerns. If we can recognise what a child is interested in, we can then offer the child experiences and materials to enable them to explore this interest in as many ways as possible until they are satisfied.

Children's passions are what drives them to become most deeply engaged. Schemas enable us to have a better understanding of what motivates children.

AMY displays a strong "enclosure" schema, she has a passion for filling up and emptying containers, writing letters and putting the written letter into an envelope.

She shows initiative as she gathers materials to satisfy her need to enclose items. As Amy tries out the same action on a variety of different objects, she will come up her own theory about how things work.

