Working together to deliver eKindy in your small school

The parents, carer and the eKindy teacher need to work closely together to deliver the 15 hour a week program. The carer will need some ‘non-contact’ time so they can plan the program with the teacher each week.

- How much of the program is delivered by the parent and carer will depend on the time each child attends the care service.
  For example, if a child attended the school-based care service for 10 hours, the parents would manage 5 hours of the program, e.g. during everyday activities at home.
- The parent and carer work together to share information about each child’s learning with the teacher.
- Teacher delivered web sessions may be delivered while the children are at the school/care service and/or at home. Parents who have difficulties with internet/technology access may negotiate to use a computer, phone and internet at a local school/library/other venue.

The eKindy teacher:

- Supports the carer to use the eKindy resources to maximise each kindy child’s learning.
- Delivers a web session/s - at the school and/or at home and organises activity sessions in regional locations.
- Collects information about each child’s learning (from the parent, carer and via web or activity sessions) and assesses each child’s learning progress.
- Regularly communicates with families and the carer about each child’s learning and future plans for learning.
- Creates a ‘portfolio’ to record each child’s learning progress to share with the carer and parents.
- Supports the school/family to access on-loan resources, when possible.
- Works with parents and the facilitator to complete a summary of each child’s learning to support their transition into Prep (towards the end of the eKindy year).

The parent and carer (with support of the school)

- Work together to use the eKindy materials, with teacher support, to promote a range of capabilities that support children’s ongoing learning success.
- Support children to engage in active indoor and outdoor play each kindy day at the care service and/or at home.
- Recognise that kindy-aged children learn best through play and ‘active engagement’ rather than passive ‘adult-directed’ activities.
- Work with the teacher to ensure early literacy and numeracy learning is developed in ways that are meaningful to kindy-age children, rather than through ‘drill and practice’ tasks.
- Support each child to access and engage in scheduled web sessions.
- Make time each week to talk with/email the teacher to share information about the child’s learning and to plan learning priorities for the next week.