

# Orange Grove Public School Preschool

## Program and Practice Procedure

Associated National Quality Standards	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
1.1	Regulation <a href="#">73</a>	<a href="#">Leading and operating department preschool guidelines</a>
1.2	Regulation <a href="#">74</a>	
1.3	Regulation <a href="#">75</a> Regulation <a href="#">76</a>	' <a href="#">Guide to the National Quality Framework</a> ' - Sections 3 and 4; Quality Area 1  <a href="#">The Early Years Learning Framework (2009)</a> <a href="#">NSW Department of Education staff code of conduct</a>

### Pre-reading and reference documents

[OGPS PS Interactions with children local procedure](#)  
[The educator's guide to the Early Years Learning Framework](#)  
[United Nations Convention on the rights of the child](#)  
[Early Childhood Australia Code of Ethics](#)

### Record of procedure's review

#### Date of review and who was involved

21/06/23 by Lauren Tinslay and Kylie Pearse

#### Key changes made and reason/s why

- Removal of belonging book and addition of "special person of the week" due to change in practices
- Alteration of the Early Years Learning Framework Planning cycle to reflect the updated 2022 version of the framework.
- Restructure of the documentation procedures in line with the updated 2022 version of the Early Years Learning Framework.
- Removal of sections relating to communication with families because this is now covered in the documentation section.

### Record of communication of significant changes to relevant stakeholders

21/6/21 - Communicated to preschool team

### Staff roles and responsibilities

<b>School principal</b>	The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring: <ul style="list-style-type: none"> <li>• the preschool is compliant with legislative standards related to this procedure at all times</li> <li>• all staff involved in the preschool are familiar with and implement this procedure</li> <li>• all procedures are current and reviewed as part of a continuous cycle of self- assessment.</li> </ul>
<b>Preschool supervisor</b>	The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection. <ul style="list-style-type: none"> <li>• reflecting on how this procedure is informed by relevant recognised authorities</li> <li>• planning and discussing ways to engage with families and communities, including how changes are communicated</li> </ul>

	<ul style="list-style-type: none"> <li>• developing strategies to induct all staff when procedures are updated to ensure practice is embedded.</li> </ul>
<b>Preschool educators including K-6 staff, relief staff and casual staff</b>	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> <li>• all staff in the preschool and daily practices comply with this procedure</li> <li>• storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers</li> <li>• being actively involved in the review of this procedure, at least annually, or as required</li> <li>• ensuring the details of this procedure's review are documented.</li> <li>• analysing complaints, incidents or issues and what the implications are for the updates to this procedure.</li> </ul>

## Educational Program

Educators at Orange Grove Public School Preschool (OGPS PS) are guided by the National Quality Framework (NQF) and Early Years Learning Framework (EYLF) when creating the educational program for the preschool. The following outcomes are addressed through the program:

- children have a strong sense of identity;
- children are connected with and contribute to his or her world;
- children have a strong sense of wellbeing;
- children are confident and involved learners;
- children are effective communicators.

Through hands on, child focused, play based experiences, OGPS PS educators support children to develop social, emotional, physical movement and independence skills as well as foster curiosity and a thirst for learning.

The OGPS PS philosophy states that educators "build partnerships and come to know each family and child's unique backgrounds, cultures, personalities, interests, talents and aspirations" to form the foundation of the educational program.

- Educators collect information about this from families formally and informally from enrolment and throughout the year.
- Prior to commencing Preschool, all families complete a survey and attend a transition interview with an educator where they outline their child's interests, talents, cultures and needs and discuss their aspirations for their child's year at preschool. The form includes information about the child's interests and sleeping and rest requirements.
- Throughout the year, the educators gather information from formal and informal discussions with the child's family members on drop off or pick up. Information is also gathered from observations and discussions with the child themselves.
- Educators send out surveys at the start of Term 2, 3 & 4 to keep information updated about each child's interests, home life and any special events that may be happening.
- Every child is given the opportunity for a "special person of the week" where they bring in a toy/item from home and show the group some photos of their favourite places to visit with their family. The information gathered through this experience is used by educators to respond to children's interests and experiences through the program.

The program in the preschool reflects the Early Years Planning Cycle as displayed:

	<b>OBSERVE / Listen / Collect information</b> <p>Educators use multiple sources of information to gather and document different aspects of children's learning, development and wellbeing. This can be undertaken across the whole curriculum and throughout the day, including during routines, planned and unplanned experiences, and interactions with peers, family members and other adults.</p> <p>Educators observe, listen to, engage with, and are attuned to children's dispositions, curiosity, discoveries, theories, perspectives, knowledge skills, involvement in learning and contributions to their own learning and the learning of others.</p> <p>Educators acknowledge, document and describe children's capabilities and unique ways of <i>belonging, being and becoming</i> ensuring children's and families' voices are sought, heard and included.</p>
	<b>ASSESS / Analyse / Interpret learning</b> <p>Educators draw on a range of sources of information including their professional knowledge and early childhood theories to clearly identify children's strengths and capacities and consider these in relation to the Learning Outcomes and/or other assessment criteria. This includes children's awareness and understanding of their own learning, including the embodied nature of very young children's demonstration of their own learning goals.</p> <p>Educators draw on their knowledge and the expertise of the children, families, communities and other professionals they work with, to interpret their collection of information.</p> <p>Educators assess children's learning and engagement in a variety of ways, in the moment and over time, and in diverse context for and with children.</p>
	<b>PLAN / Design</b> <p>Educators' planning is inspired and informed by their thoughtful analysis of the information collected and their documentation. Using this analysis, they plan how to consolidate, enrich and extend children's learning and thinking.</p> <p>Educators are intentional in their choice of appropriate learning and teaching strategies, content, resources, design of the use of time and indoor and outdoor learning environments.</p> <p>Educators ensure relational and place-based pedagogies are at the core of planning meaningful learning experiences for children and groups of children. Plans can be jointly constructed in collaboration with children and in partnership with families.</p>
	<b>IMPLEMENT / Enact</b> <p>Implementation is where the plans turn into action.</p> <p>Educators enact and review their planned learning experiences for individuals and groups of children throughout the day. They extend children's learning during structured and spontaneous adult-led experiences, child-led play, mealtimes and personal care routines, and indoor and outdoor environments.</p> <p>Educators' intentionality shines within the aspect of the planning cycle, where their learning and teaching strategies, engagement and thinking amplify children's learning.</p>
	<b>EVALUATE / Critically reflect</b> <p>Educators use their assessment of, as and for children's learning to evaluate the implementation of plans. Educators consider how meaningful and effective the plans have been for children's learning development and wellbeing, giving considerations to children's cultural and linguistic identities and diverse capabilities.</p> <p>Evaluation is a time of critical reflection to consider 'What worked well and why?', 'What will I do differently next time?' and 'How can I further extend children's learning?' Critical reflection is a powerful tool for educators to consider the learning possibilities moving forward.</p> <p>Educators' evaluation also identify areas for information sharing with colleagues and professional learning that will improve curriculum processes and practices.</p>

Accessed through: <https://www.acecqa.gov.au/sites/default/files/2023-03/EYLF-planning-cycle-A3.pdf>

Documentation

The Preschool program is created by the preschool educators and documented by the Early Childhood Teacher during their allocated planning time. The structure of the preschool program documentation procedure is as follows:

### Observe-

Educators observe, interact and participate in learning experiences and discussions with children and families. This is documented through written records and observations, photographs, videos and work samples. The weekly program reflection document on the Preschool One Note file is used to record written observations and other information gathered through the observe phase of the learning cycle. There are separate weekly program reflection documents for each group.

### Assess-

Educators use the weekly program reflection document to analyse aspects of individual and groups of children's learning as collected in the observe phase. Educators complete daily evaluation and assessment of observations which are documented by the Early Childhood Teacher in the weekly program reflection. The Early Childhood Teacher considers the Early Years Learning Framework outcomes, principles, practices and the Preschool Philosophy when assessing children's learning. Children's individual development, goals and aspirations are considered to reflect on progress and learning.

### Plan-

After assessment of the learning is completed, educators consider the ways that individual children and groups of children's learning can be promoted through future programs. Educators consider the individual and group interests, goals, development, family input and community events to plan for experiences, environments, rituals and interactions as part of the preschool program. This is documented by the Early Childhood Teacher in the weekly program reflection document. Educators also often consult with children to seek their input by asking targeted questions about how and what they would like to learn relating to their interests and goals. Educators do this during whole group sessions, small group discussions and/or individual interactions. Educators record each child's input next to their name in the Preschool One Note or on a piece of paper, which is then photographed and saved in the Preschool One Note. From this, educators can facilitate children's awareness and appreciation of their own learning progress in an "assessment as learning" format.

During their allocated planning time, the Early Childhood Teacher collects the above elements of the planned program into a fortnightly program document which forms the program for the following fortnight. Along with the provision of experiences, materials, environments and resources, the fortnightly program document also outlines the intended learning goal for each item and shows a link to the weekly program document that it originated from including the week it was recorded. From time to time, the Early Childhood teacher will also include reference to family and child input, community events and year-long programs.

Each fortnightly program contains different focuses from the fixed year long programs. including the whole school Positive Behaviour for Learning program, Munch and Move healthy lifestyles program and You Can Do It! social and emotional skills program. Educators sequence focus areas within these programs based on goals for individual and groups of children and in response to incidents that occur.

The Early Childhood teacher selects one observation for each child per term to create a Learning Summary which is representative of that child's learning progress across the 5 outcomes of the Early Years Learning Framework. This is documented in the learning summary template and sent as a pdf via Seesaw or alternative option, for families who do not wish to use Seesaw. The learning summary includes the observation with photos or a work sample, an assessment of the learning as well as planned future experiences. Families can provide feedback about the Learning Summary using the comment and like functions on the Seesaw App.

### Implement-

The preschool program document is printed and displayed in the foyer of the preschool for families to view and shared with all families on Seesaw. Preschool educators and school staff can access the physical copy of the program in the preschool foyer and/or the OneNote digital version on any computer or device.

Educators flexibly implement the learning plans over the fortnight, based on the children's engagement in spontaneous learning and their activities during the days and weeks.

### Evaluate-

After the implementation phase, educators discuss aspects of the program in order to reflect and evaluate children's engagement, significant learning and the intended outcomes. The Early Childhood Teacher then documents this in the weekly program document relevant to the original observation or plan for the experience.

## **Program information available to Families**

### **Seesaw**

Seesaw digital education program is used as a primary means of communication between preschool educators and families. Information, photos and videos are shared with families on Seesaw. Families must provide authorisation for Preschool educators to share information with them via Seesaw.

<b>Information shared by the preschool may include:</b>	<b>Data collected by the Seesaw app</b>
<ul style="list-style-type: none"><li>- Information about the preschool learning program</li><li>- newsletters,</li><li>- individual and group learning assessments for children,</li><li>- photos and videos of preschool activities,</li><li>- announcements and</li><li>- individual messages to families from the educators</li></ul>	<ul style="list-style-type: none"><li>• Child's first name and last initial</li><li>• Child's class name and school name</li><li>• Family member names and email address</li><li>• Video or audio recording of children shared by the preschool educators</li><li>• Photos of children shared by the preschool educators</li><li>• Work samples and assessment information about children shared by the preschool educators</li><li>• Likes and comments on posts by family members</li></ul>

### **Learning Summaries**

The Preschool teacher prepares one learning summary for every child, per term, to demonstrate assessment for learning. This is shared with families through Seesaw or another communication channel if families do not wish to use Seesaw. The Early Childhood Teacher maintains a record of each child's learning summaries created against the 5 outcomes of the Early Years Learning Framework. Across the year, each child should have all 5 outcomes represented across their learning summaries.

### **Preschool Newsletters**

Twice per term, the Early Childhood teacher prepares a newsletter for each group to showcase to families about the learning experiences provided by the program over the past weeks. The newsletter contains photos of children engaging in experiences along with an annotation explaining the experience and learning that occurs. The newsletter also contains notices of upcoming events and important information for families, such as information about staff members who regularly work with children and reminders about healthy lunchbox options. Near the end of the newsletter there are healthy lifestyle messages provided from the Munch and Move program to fulfil the requirements of the National Quality Framework, element 2.1.3-Healthy eating and physical activity are promoted. A

summary page is provided at the end of the newsletter outlining planned intentional teaching for the upcoming weeks such as Positive Behaviour for Learning, You Can Do It! and Munch and Move.

### **Interviews with families**

- Transition interviews occur prior to children' starting preschool, providing a chance for sharing of information between families and educators and for families to share goals for their child and ask about the preschool program. Families are provided with an email link to book in for these interviews.
- At the end of Term 1 or early term 2 parent teacher interviews are offered as opportunity to discuss the child's needs, interests and goals. In preparation for this interview, the Early Childhood Teacher will compile a one-page summary of each child's learning and development so far, in line with the 5 outcomes of the Early Years Learning Framework.
- A Seesaw message to preschool families inviting them to book a time to meet with educators and explaining the online booking system.
- If families identify there is a need for a meeting about specific issues outside of the parent/teacher interview period, families are encouraged to contact the preschool teacher to arrange a mutually suitable appointment.
- Informal discussions are encouraged when families drop off and pick up.

### **Transition to School Statements**

- Transition to school statements provide a summative "assessment of learning" against the 5 outcomes of the early years learning framework and recommendations for future development of the child's learning.
- The Early Childhood Teacher will write a transition to school statement for all children at the end of the school year.
- If the child will not be attending Orange Grove Public School the following year, the family must provide written authorisation for the Preschool educators to send the transition statement to their new school.
- If the child will be attending OGPS the following year, the Early Childhood teacher will meet with the new teacher during a handover session in Term 4 and give the transition statements to the new teacher.

Record of procedure's review
Date of review and who was involved
15/06/22 by Lauren Tinslay
Key changes made and reason/s why
<ul style="list-style-type: none"><li>- Removal of learning remotely procedures as they are no longer applicable.</li><li>- Addition of home isolation program procedures for children with COVID-19.</li></ul>
Record of communication of significant changes to relevant stakeholders
22/6/21 - Communicated to P&C