

# Orange Grove Public School Preschool Program and Practice Procedure

<b>Current</b>	30/06/2020
<b>Regulation(s)</b>	R. 73-76
<b>National Quality Standard(s)</b>	<p>1.1 Program- The educational program enhances each child's learning and development.</p> <p>1.2 Practice- Educators facilitate and extend each child's learning and development.</p> <p>1.3 Assessment and Planning- Educators and coordinators take a planned and reflective approach to implementing the program for each child.</p>
<b>Relevant Policy and Documentation Links</b>	<ul style="list-style-type: none"> <li>• <a href="#">'Guide to the National Quality Framework'</a>- Sections 3 and 4; Quality Area 1</li> <li>• <a href="#">The Early Years Learning Framework (2009)</a></li> <li>• <a href="#">The educator's guide to the Early Years Learning Framework</a></li> <li>• <a href="#">United Nations Convention on the rights of the child</a></li> <li>• <a href="#">Early Childhood Australia Code of Ethics</a></li> <li>• <a href="#">NSW Department of Education staff code of conduct</a></li> <li>• OGPS PS Interactions with children local 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.

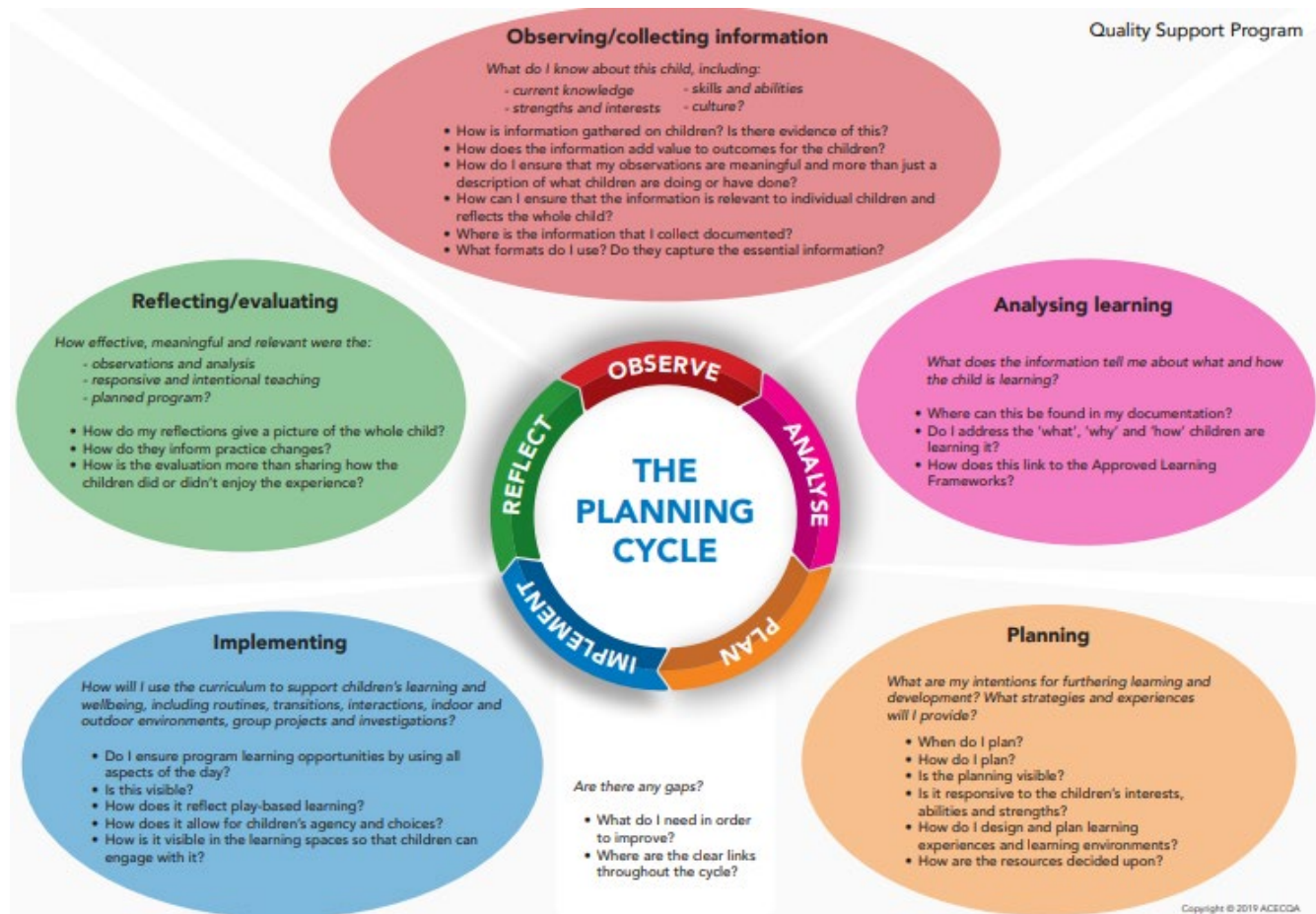
Through hands on, child focused, play based experiences, OGPS PS educators support children to develop social, emotional, physical movement and independence skills as well as foster curiosity and a thirst for learning.

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.

- The “belonging book” is sent home with every child throughout the year for them to add photos of their families and interests to share with the whole group when brought back.

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



Accessed through:

[https://www.acecqa.gov.au/sites/default/files/201907/18012019%20Planning%20Cycle%20infographic%20v2\\_EDIT.pdf](https://www.acecqa.gov.au/sites/default/files/201907/18012019%20Planning%20Cycle%20infographic%20v2_EDIT.pdf)

<p><b>Reflect</b></p> <ul style="list-style-type: none"> <li>• Reflect on your professional knowledge, which includes your knowledge of each child and family and children's strengths and interests.</li> <li>• Reflect on what the children and families are bringing/contributing, saying, doing.</li> <li>• Reflect on different cultures, ways of knowing and being.</li> <li>• Reflect on what the group and overall community priorities are for your setting.</li> <li>• Collate and show evidence of this thinking</li> </ul> <p><b>Question</b></p> <ul style="list-style-type: none"> <li>• How can we use children's prior learning, interests and strengths in conjunction with the Learning Outcomes to guide planning for children's learning?</li> <li>• How are we working in partnership with families to plan for children's learning?</li> <li>• How can we engage children actively in learning?</li> <li>• What are appropriate teaching strategies/ practices?</li> <li>• How are we holding high expectations that all children will be successful learners?</li> <li>• How are we striving for effective and equitable ways, ensuring that each child has opportunities to achieve the Learning Outcomes?</li> </ul> <p><b>Plan</b></p> <ul style="list-style-type: none"> <li>• Plan for children's holistic learning using the Learning Outcomes.</li> <li>• Plan the pedagogical learning environment and teaching strategies, using the Practices and Principles of the Framework.</li> <li>• Design and set up the physical learning environment.</li> <li>• Plan for ways to monitor and assess children's learning consistent with the Principles and Practices of the Framework.</li> </ul> <p><b>Act</b></p>
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- Engage with children and families using relevant scaffolds.
- Co-construct meaning with children – ensure there are sustained interactions and thinking experiences with all children in secure, respectful and reciprocal relationships.
- Take a supportive role in children's play, guided by the Framework's Practice Learning through Play.
- Model and promote enabling learning dispositions.
- Listen and respond to the children's voices.
- Monitor and reflect on children's learning and pedagogical practices and refine as you go.

#### **Reflect**

- What is working and what could we improve?
- In what ways are we ensuring that we are considering each child's belonging, being and becoming?
- In what ways do we know which children or groups of children are being privileged or disadvantaged by our curriculum? In what ways are we addressing this?
- How do we accommodate children's many learning styles?
- In what ways are we assessing children's learning and how are we scaffolding and extending learning?
- In what ways are we gaining feedback from peers, children, families and the community?
- How are we involving children and families in the assessing process?
- How are we documenting the learning journey for children and educators and how are we sharing this with children, families and community?

## **Implementation**

- The program reflects all aspects of the preschool's philosophy, the Early Childhood Australia Code of Ethics and the United Nation Convention on the Rights of the Child.
- The OGPS Preschool program includes everything that happens within the preschool, including the experiences, intentional teaching, spontaneous events and learning, strategies, routines, environments and transitions.
- The preschool empowers children by using their thoughts, interests, talents and ideas as the basis of the program.
- The program incorporates experiences, environments and provocations along with routines, transitions and strategies for individual children and groups.
- The program provides children with balanced access to both indoor and outdoor learning experiences, bringing indoor learning outside and outside learning inside.
- Through the program, children are introduced to a range of social and cultural experiences, including Australian Indigenous perspectives, family types and different ways of being and doing to develop their capacity for inclusion and respect for diversity.
- The program encourages the growth and development of the child as a whole. Skills such as creativity, curiosity, independence, self-help skills, decision-making and negotiation are fostered through daily routines and occurrences.
- Programs, experiences, environments and routines are flexible to allow for spontaneity, in depth investigation and the unexpected.
- Programs include opportunities for children to foster and enhance friendships with others, engage in interactions with educators, participate in individual and group interest-based investigations, and have their individual/additional needs, interests and talents represented.
- The program reflects an approach to experiences that values the process as much as the product, acknowledging and valuing children's persistence and resilience in an experience.
- Children's agency is promoted through choosing experiences for themselves throughout the day. Educators support children in this decision-making process and to access the resources that children request. Positive interactions between staff and children, and children and their peers, are promoted through educators' practices in line with the OGPS PS 'interactions with children' procedure and the Department of Education staff code of conduct.
- Programs are recorded using the OGPS PS preschool OneNote file and shared with all preschool educators, the preschool supervisor and nominated supervisor. The program is shared with families weekly, through Seesaw and a hard copy displayed at the preschool.

## **Educators will:**

- create a program which represents and promotes the EYLF, NQF and the unique context of the children, families and educators in the preschool, reflecting changes as they occur.
- reflect on the content of their contributions to the program to ensure a wide range of experiences are available to children such as sustainability, sensory, music and movement, STEM, creative arts, dramatic play, literacy and numeracy, nature, fine and gross motor, healthy lifestyles, different cultures, perspectives and abilities, self-help and independence, construction and risky play.
- work in partnership with families and source information regarding the child and families' vision and goals for their child's time at preschool through discussions, sharing of observations, information and learning stories and responding to the information provided in family survey filled out prior to the child commencing preschool and at the start of each term.
- intentionally teach social and emotional learning as part of the program.
- Implement the OGPS Preschool positive behaviour for learning framework.
- create and use the program as a means of communicating individual and group planning to other educators and K-6 staff, casuals and families.
- actively use the National Quality Framework and Early Years Learning Framework documents to inform planning.
- further their knowledge of child development theories and practice through access to professional learning, networking opportunities and sourcing resources including text books and journals/publications.

## ***The program will be accessible to families...***

- A hardcopy of the program is displayed in a prominent location at the preschool for families to view. A digital display of the planned learning experiences will be available for families through the Seesaw app and updated weekly.
- Information about children's participation and the current direction of the educational program will be communicated fortnightly through a preschool newsletter,
  - through Seesaw.
  - families with no internet are provided access to a hardcopy. These families can indicate their need for a hard copy through the family survey at the start of the year.
  - The preschool supervisor and nominated supervisor can access the newsletter through Seesaw.

## **In terms of documentation, educators will:**

- maintain an up-to-date profile on each child by keeping a record of student needs and interests throughout the year.
- observe each child, taking into consideration attendance patterns and staff/child absences.
- strive to ensure follow-up activities are programmed within a reasonable time after the observation to retain relevance and currency.
- ensure they are planning for individual children on the program as a result of observations and reflection.
- take notes of daily observations that are clear and legible. Keep notes of daily activities in the preschool OneNote file which is accessible by the preschool supervisor and nominated supervisor.
- show clear links between observations notes and the program, such as dates that link to an observation.
- Notes may include, but are not restricted to:
  - observations on individual children – either focus children or other children

- o reflections on routines, room set-up, transitions, etc
- o evaluations of experiences/planning
- o concerns about children
- o messages from families
- o other points to be discussed at the Room Meetings
- o discussions with therapists regarding individuals including reports or individual learning plans

## **Individual child information available to Families**

### ***Learning Stories***

- Individual learning stories are to be completed each term for each child, with a focus on the 5 learning outcomes of the EYLF across the year.
- Learning stories are to be sent to families on Seesaw, or hard copy if needed, as they are written to ensure they do not become out of date.
- Educators are to keep a tracking sheet of learning stories completed and EYLF outcomes addressed.

### ***Parent Teacher Interviews***

- Interviews will occur once throughout the year,
  - o at the end of Term 1 or early term 2 -as an opportunity to meet the teacher and discuss the child's needs, interests and goals. In preparation for this interview, the teacher will compile a one page summary of each child's learning and development in line with the 5 outcomes of the Early Years Learning Framework.  
(In 2020 due to COVID-19 the interviews occurred in Term 3 and summary documents were created from observation noted throughout the year for these interviews)
- The preschool supervisor sends an email and E-news message to preschool families inviting them to book a time to meet with teachers 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***

- Teachers 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 teacher must gain authorisation from the family to send the transition statement to their new school.
- If the child will be attending OGPS the following year, the preschool teacher will meet with the new teacher during a handover session and give the transition statements to the new teacher.

# **Learning Remotely Procedure**

## **(In response to COVID-19 social distancing restrictions)**

### **The Assessment and Planning cycle**

It is important to plan for teaching wherever possible to ensure children's learning is not compromised during periods of learning remotely. This involves sharing ideas with families to support learning in the home environment.

## **Educational Program**

Our educators have a vision for the remote learning period that all children experience learning that is engaging, builds on their family context and promotes a love of learning. Through their experiences and relationships at home the children will strengthen their sense of belonging, being and becoming. OGPS PS promotes holistic learning through play and routines during all aspects of a child's day at home. By following the Principles and Practices of the Early Years Learning Framework, educators can support families in assisting all children to make progress in relation to the Learning Outcomes. A major part of this is educators helping families to understand and facilitate these at home.

Educators collect information from families formally and informally through surveys, Seesaw and phone discussions about each child and families' current interests, learning and needs. This may include information about how the family are coping with managing work for parents and caregivers, other children in the house and household responsibilities. Educators record this information into a OneNote page for each child. Educators reflect on this information to consider the priorities and goals for the family and develop programs for the whole group and individual children.

The program for remote learning interprets from Early Years Planning Cycle displayed on the following page and includes the additional factor of families' involvement in the implementation phase.

## **Implementation**

- Educators will create 2 whole class programs per week, to be sent to both groups on Day 1 and 2 of their week. A third program will be created for the 3 day group for Wednesdays, which involve no technology use, in line with the school procedures. The program grid which is sent to parents will include visual prompts and include the resources required for the experience.
- Educators will develop whole class program incorporating one Munch and Move experience per week, one You Can Do It! program experience per week, a creative experience each day and other experiences that promote the interests and learning of the children at home. These may include opportunities for children to engage in sustainability, sensory, music and movement, STEM, creative arts, dramatic play, literacy and numeracy, nature, fine and gross motor, healthy lifestyles, different cultures, perspectives and abilities, self-help and independence, construction and risky play.
- Educators will also take responsibility for completing one learning story for each of the children per term, along with providing follow up experiences to the family in relation to the learning story. Educators will determine the appropriate allocation of children between educators to do these. Educators should call the family of the focus child, discuss significant learning or experiences that have occurred and use these to create a learning story. If phone contact with the family is not possible, photos or videos accompanied by some explanation from the family could be used. After analysis of the learning has occurred, the educator can send the learning story to the family including extension experiences, and then follow up on those experiences over the following weeks. The learning story should also be added to the individual child's OneNote page.
- Each educator should be allocated time per day away from face to face teaching to complete these tasks, which is to be managed within the preschool depending on the number of children attending on site.

***The program will be accessible to families...***

- A digital display of the planned learning experiences will be available for families through the Seesaw app (updated daily). In addition, other videos and links will be provided through Seesaw for families to access.
- Educators will also provide a reflection sheet for families to complete at the end of the day to evaluate their child's learning for that day including the following questions:
  - Did your child participate in each experience? Which ones did they seem to enjoy more?
  - Were they able to complete each experience somewhat independently, or did they need a lot of help from an adult or older sibling?
  - How did your child manage with (specific activity or learning goal)?
  - Did your child have any ideas during the experiences about what else they could do?
- Educators will share ideas and tips relating to the principles and practices of the EYLF to support families in their role of remote learning supervisor to their child.
- Photos and videos shared by families, with their consent, will be added to Seesaw daily to showcase how the program is being enacted across the groups.

### **In terms of documentation, educators will:**

- maintain an up-to-date profile on each child by keeping a record of their family's engagement with the program and any photos or information shared.
- Complete one learning story per child, per term and strive to ensure follow-up activities are programmed within a reasonable time after the observation to retain relevance and currency
- keep jottings in individual children's OneNote that can be accessed by the preschool supervisor at any time
- The program must contain clear links between observations notes and activities programmed as a result.
- Notes may include, but are not restricted to:
  - o observations on individual children as reported by families – either focus children or other children
  - o reflections on family engagement, challenges, goals and priorities
  - o evaluations of experiences/planning based on family feedback
  - o concerns about children
  - o messages from families
  - o other points to be discussed at the Team Meetings
  - o discussions with therapists regarding individuals including reports or individual learning plans