

# Coonamble Public School Preschool



## Preschool Programming Procedure

Associated National Quality Standards	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
4.1 4.2 7.1	<a href="#">Section 51(1)(b)</a>  <a href="#">section 168</a>  <a href="#">Regulation 73</a>	
<b>Pre-reading and reference documents</b>		
<a href="#">The Early Years Learning Framework</a>		
<b>Staff roles and responsibilities</b>		
<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>	

<p><b>Preschool supervisor</b></p>	<p>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. This includes:</p> <ul style="list-style-type: none"> <li>· analysing complaints, incidents or issues and what the implications are for the updates to this procedure</li> <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> <li>· developing strategies to induct all staff when procedures are updated to ensure practice is embedded.</li> </ul>
<p><b>Preschool educators</b></p>	<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, as required, or at least annually</li> <li>· ensuring the details of this procedure's review are documented.</li> </ul>

### Procedure

At Coonamble Public School Preschool - educators utilise The Early Years Learning Framework for Australia (EYLF) to guide the development of the educational program and ensure it supports each child's learning and development outcomes.

At Coonamble Public School Preschool – educators use the following observation and planning cycle to guide and support them to provide learning experiences that meet the needs and interests of the children.

#### **Engagement Phase: Observing and collecting information, Analysing learning.**

- Children are actively engaged in the core curriculum and project work.
- They are encouraged to make choices, request resources and are given time to revisit, repeat, consolidate, master and extend their learning.
- Educators make jottings about children's learning, engagement, conversations and interests.
- Jottings are recorded about children's engagement in the program.

Each week educators observe the children in the Preschool and record jottings. At the end of the day, educators reflect on children's learning and identify individual or small groups

of children that were engaged in meaningful learning experiences. The educators then move the children into the observation stage.

### **Observation Phase: Planning**

- Children are closely observed by educators, observations and posts about the child's learning are recorded in Kinderloop.
- Observations , assessments and learning information is stored in children's individual portfolios.

When observing educators look at where the child is at in their learning and what they are working towards. Educators talk to the child and find out more about their knowledge, about their interests and what they would like to know more about. Parents are informed about their child's interest and provided with opportunities to add any information on a topic or interest through Kinderloop and verbally.. Educators refer to the Early Years Learning Framework and analyse the development of each child.

Observations at CPS preschool should be laid out in the following format:

**What?**

What learning did the child demonstrate?

**So What?**

Why is it meaningful or significant for this child?

**Now what?**

What is the next step for this child?

- What does the child need to know?
- What skills or understanding do they need?
- How will I teach these things

### **Implementation Phase: Implementing**

- Educators implement learning experiences with play provocations into the core curriculum.
- Educators engage children in project work through provocations and intentional teaching.

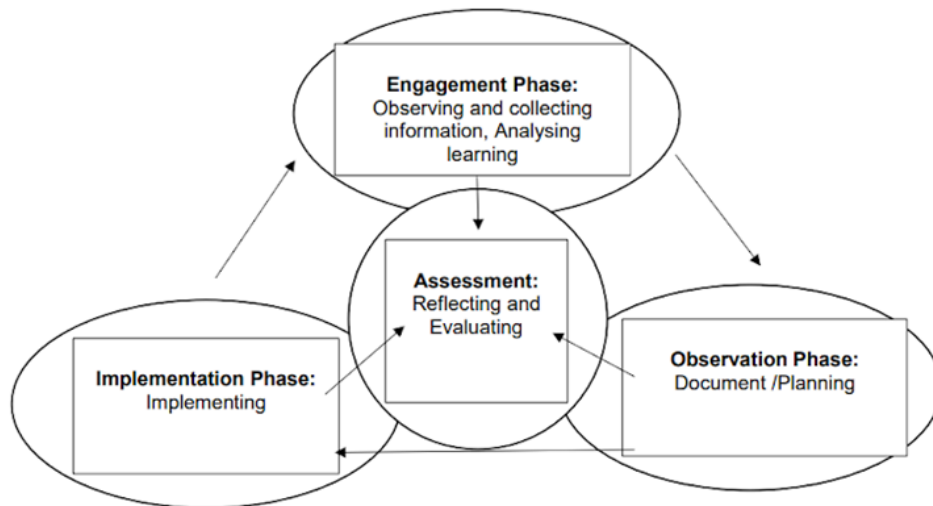
Educators plan an appropriate learning experience for a child or children to engage in. Educators may set up a provocation, specifically teach (intentional teaching) a child through a planned experience and collect documentation for a child's learning journey (learning story, photos, parent input notes, letters, work samples, other feedback).

### **Assessment: Reflecting and Evaluating**

- Assessments can occur at any time during these phases.
- A learning story will be created and may include samples of a child's work, photos or speech.

An individual observation or learning story may be recorded on Kinderloop. Kinderloop records all completed learning stories and outcomes achieved by children. Outcomes are

recorded on Kinderloop and each term educators track the progress of each child to ensure all children's learning is monitored and recorded.



Our Preschool operates for 40 weeks each year with children attending a 5 day fortnight. Our hours of operation are from 9am till 3pm.

Educators will follow the observation and planning cycle for 33 weeks. The cycle will begin in Term 1 Week 5 (allowing time in the first 4 weeks of Term 1 for educators to support children, build relationships and get to know them at the beginning of each year). The cycle will finish at the end of Week 8 in Term 4 (allowing time in the last 5 weeks for the preschool children to 'complete' preschool and finalise their learning journeys, as they prepare for Kindergarten).

Over the Preschool year, Each child will be a point of focus at least once per term, with intentional teaching and learning objectives planned for them. This means each child is focused on five times during the year (minimum). This procedure means educators can be flexible and also have time to document for other learning that is planned (i.e. on-going projects, whole class events / experiences, developmental milestones) or any learning which occurs spontaneously.

Educators, with the support of the Educational Leader, evaluate and reflect on what worked well and where improvements can be made, to ensure each child's learning experience and opportunities were effective.

### **Educational Program**

Coonamble Public School Preschool program uses Kinderloop to plan for children's interests as individuals and as groups. The educators refer to observations and children's interests, family input and other activities which may occur within the whole school.

The Early Years Learning Framework is used as the basis for planning and each outcome is documented on the program template. Each week the following opportunities are provided:

- Planned experiences and intentional teaching.
- Provisions provided to extend on children's interests (based on observations, jottings and reflections).
- Project work
- Parent input and family contribution
- Changes to routine or special events (preschool, whole school and community events)
- Provocations set up inside and outside based on interests Health and wellbeing (fundamental movement skills, interests, health topics, games, obstacle course focus and fine motor skill practise)
- Whole group intentional teaching (literacy, numeracy, song, dance)
- Documented spontaneous experiences children were involved in throughout the day.
- Future planning based on observations and conversations between educators and children (educators discuss their ideas and add them to the program)
- Evaluation and reflection on the program.

Below are the minimum assessment and learning cycles for each child per year. Please be advised that assessments should be conducted in a play based way .

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<p>Assessments:</p> <p>Numeracy, colour, shape</p> <p>Self portrait</p> <p>Pre-writing shapes</p> <p>Social observation</p> <p>On kinderloop tagged portfolio and in portfolios</p> <p>Allied Health – Speech Screeners Before School Screener</p>	<p>1 learning cycle per child</p>	<p>2 learning cycle per child</p>	<p>Assessments:</p> <p>Numeracy, colour, shape</p> <p>Self portrait</p> <p>Pre-writing shapes</p> <p>Social observation</p> <p>Allied Health – Speech Screeners Before School Screeners</p> <p>OT screeners</p> <p>Community Health - Steps – Eye Screener</p>

The teaching and learning cycle should be evident in the preschool program. The teacher must keep a copy of the amount of cycles they have completed for each individual child.

Name				
Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5

All children must have a clear objective to identify to all staff what they are currently working on. This will be kept on a clipboard with the reflective whiteboard, so it can be included in afternoon reflections.

Bigibila Learning Objectives	
Name	Objective
	I am working on being able to _____ _____ _____
	I am working on being able to _____ _____ _____
	I am working on being able to _____ _____ _____

The preschool teacher will retain a page with their program, which describes the areas each child is working towards and their strengths.

Outcome	Working Towards	Strengths
1	Eg. Being comfortable in the preschool environment after drop off - 23/3/22	

<b>2</b>		
<b>3</b>		
<b>4</b>		E.g Is very inquisitive and eager to experiment - 3/4/22
<b>5</b>		

The weekly preschool program must include:

- Literacy and numeracy experiences
- Second Step lessons
- PB4L lessons
- Gross motor and fine motor experiences, including fundamental movement skills.

These lessons may be included as transition activities or group activities and should not take the place of child led activities. They should be based on children's interests and follow the Early Years Learning Framework.

The preschool program will be supported by the following documents:

- The PB4L scope and sequence (PB4L Preschool Procedure)
- The Second Step scope and sequence (Appendix 1)
- The CPS Outcome 5 Literacy Continuum (Appendix 2)
- The CPS Numeracy Continuum (Appendix 3)

Programs supervision occurs at regular intervals throughout the year to ensure programs are of a high standard.

### **Our Daily Routine**

Coonamble Public School Preschool educators have developed a daily routine to ensure children have time inside and outside with periods of uninterrupted play. Educators engage with children and support them in their play. Educators know when to support children and when they may need to continue observing.

Our daily routines are flexible and the educators are aware of the children's needs. For example if children are engaged in an activity and are cooperating with each other during play, we wait until there is a pause in the play, before we ask the children to pack away.

We are spontaneous in our approach to children and flexible with the program based on the children's interests and participation in an activity

We discuss children's interest and levels of participation. If they seem uninterested we change provocations and programming when required. This can be recorded on the program reflections.

At the end of each day educators upload photos, annotated notes, observations, learning stories and posts on Kinderloop for families to view.

## Record of procedure's review

### Date of review and who was involved

7/12/22 Carolyn Jones, Leanne McMaster and Miriam McKeown

### Key changes made and reason/s why

Procedure was created

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

Procedure will be presented at the next P&C meeting by Annette Thomson and added to Kinderloop for parents/carers to view.