



Written By

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Aim

The preschool program aims to:

- Encourage active involvement in the learning process
- Encourage children to make choices and pursue their own interests
- Provide a safe, nurturing environment
- Meet the children's physical, cognitive, social/emotional & language needs
- Provide activities to assist the children's development

Strategies

The preschool program will:

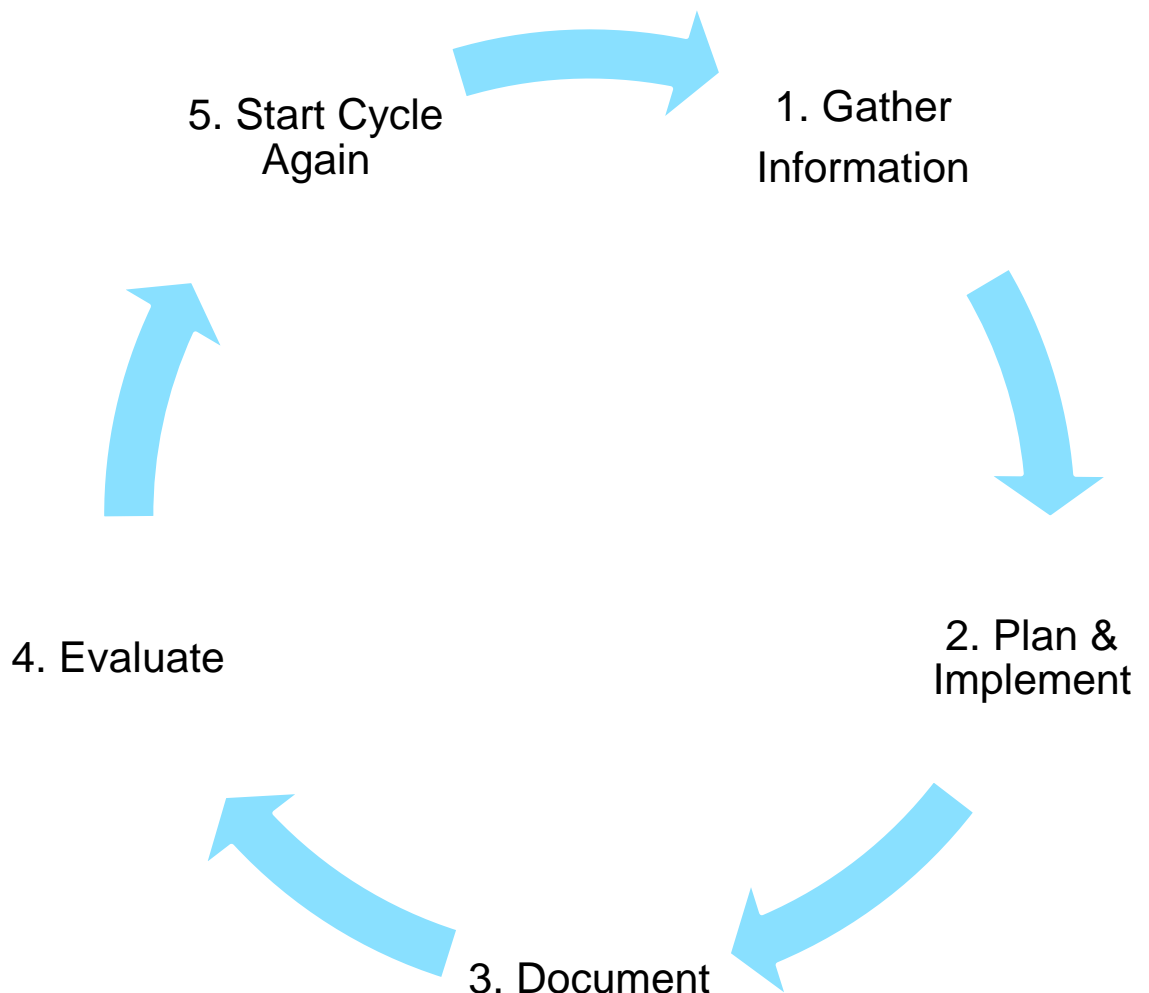
- Incorporate a variety of activities to develop and support gross motor, fine motor, cognitive, language and social/emotional skills
- Allow for individual focus and spontaneous experiences and activities that reflect the children's interests and needs
- Encourage parent involvement
- Use program evaluation for further planning and programming
- Run smoothly, but be flexible to meet individual needs
- Allow time and freedom to fully engage in activities
- Respect children's right not to participate

The preschool program will be implemented through:

- A variety of developmentally appropriate activities
- In the context of life in the community and the world
- Themes for play which emerge through collaboration with children, families and the community
- Using all experiences, activities and routines as opportunities for learning
- Following the leads of the children by supporting, guiding, extending, adapting and redirecting as necessary, to ensure the experiences are as meaningful, educational and of value to the children
- The display of the program for the week
- The evaluation of the weekly program on a daily basis

Documentation at Bermagui Preschool

Documentation at Bermagui Preschool involves a process of gathering and analysing information about what children know and understand, as well as their abilities, interests and needs. This includes an ongoing cycle of planning, documenting and evaluating each child's knowledge, skills and interests, which enables us to support and extend children's learning. It should include a variety of methods as all children demonstrate their learning in different ways. Documentation is from all children, staff and families, as each person sees a child from a different point of view, and involving all stakeholders gives a broader understanding of each child. The child's social, family and community context will also be included to ensure a holistic view of the child is acknowledged. At all stages staff will reflect and make pedagogical links (EYLF, NQF, theoretical practice and Bermagui Preschool's philosophy), to ensure learning outcomes are included. The following chart summarizes this process.



- Gather information about each child in individual and group situations, including photos, written records, comments from child, family, mid-year & end of year assessments, narrations from children, provocations from staff, individual learning assessments, family plans, individual and group observations, base line assessments (record of child's interests, knowledge and motivation), formative assessments (interpretations by children and staff of where the child's learning is currently at, where it could go and how best to get there).
- Plan, including programming, intentional teaching, spontaneous experiences and child investigations. Child, family, staff and community input is accepted. Staff look at what strategies could be used to help, support, extend and develop skills/ interest. Staff also make pedagogical links (with EYLF, NQF, Bermagui Preschool Philosophy, Theorist etc). Implement Plan using intentional teaching, teachable moments, and flexibility to follow children's leads etc.
- Document, including learning stories, letters, day book entries, photos, art work, display boards, mind mapping, programming. This is to make learning visible, to share with children, families, staff and broader community and to advocate for value of Early Childhood Education. Staff make pedagogical links (with EYLF, NQF, Bermagui Preschool Philosophy, Theorist etc).
- Evaluate and reflective practice, including reflection at staff meeting, evaluation of program, informal conversations, summative assessments (evaluation of process of individual or group). Staff make pedagogical links (with EYLF, NQF, Bermagui Preschool Philosophy, Theorist etc).
- Further planning, start cycle again using existing or new information. Ongoing cycle of continuous learning and reflection.

Relevant Legislation

Education and Care Services National Regulations 2011.
National Quality Standard

Resources & References

The National Quality Standard (2010).
Being, Belonging and Becoming: The Early Years Framework for Australia (2009).
Education and Care Services National Regulations, 2011

Relevant Documentation

Date Adopted:

January 2018

Review Date:

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