

# BERMAGUI PRESCHOOL



## 5.02 Program and Documentation

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
- Provide each child with autonomy and independent choice to shape their own learning
- Meet the children's physical, cognitive, social/emotional & language needs
- Provide activities to assist the children's development
- Prepare children to be competent learners
- Provide a happy and productive learning environment
- Develop a satisfactory level of skill in areas of cognition, social interaction, gross motor and fine motor activities
- Provide a sound knowledge and appreciation of culture through music, dance language and art
- Develop positive attitudes and values within the context of society, including tolerance of individual differences and respect for authority

### 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
- Where possible, support children to scaffold their own learning and educational experiences
- Encourage family 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

## Implementation

The preschool educators do this by:

- Helping children feel comfortable in our centre, trust their new environment, make friends, care for each other and feel that they are an important part of a group
- Helping children experience pride and self-confidence, develop independence and self control and have a positive attitude to life
- Helping children to be confident learners by letting them try out their own ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions and use words to describe their ideas and feelings.
- Helping children increase their large and small muscle skills and feel confident about what their bodies can do.

The activities we plan for the children, the way we organise the environment, select toys and materials, plan the daily schedule, and talk to the children, are all designed to achieve our aims. Sensitive and thoughtful planning, intervention and participation by the staff members enhance the learning potential of the children.

## Play

Play is the characteristic manner in which children exercise their physical and cognitive resources. It provides opportunities for physical activity, the development of skills for social interaction, flexible use of material, use of language and expression of ideas and feelings. Observation of children at play provides a basis for planning to meet the developmental needs of individual children and to promote specific interests and skills.

Some of the free play activities take place indoors. These include painting, playing with manipulative and constructional toys and blocks, collage, drawing, home corner, modelling with clay and looking at books.

Other free play activities take place outdoors, and these include climbing, water and sand play, woodwork and finger painting. The playground develops muscular control and co-ordination, and encourages creative play.

The activities available to the children are varied as much as possible from day to day, so the children will have the opportunity to try a variety of different things, thus enriching their experiences.

## Experiences

As part of the preschool experiences, we will be providing for the child's physical, creative, intellectual, social and language development, through play. The preschool environment will provide the opportunities children need to develop their ideas and skills, through play. Children build on the foundation of real experience in their play, and with a rich background, their play will become more purposeful. The staff will foster and enhance the children's experiences and learning development. A strong link between the home and the preschool is important to your child. Families can share in the child's experiences at preschool by talking about their day, participating in their activities and admiring the work they bring home.

## **Learning**

A very important goal of our early childhood program is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and think their own thoughts. Our goal is to help children become independent, self confident, inquisitive learners. We are teaching them how to learn, not just in this setting, but all through their lives. We are allowing them to learn at their own pace and in ways that are best for them. We are developing good habits and attitudes, in particular, a positive sense of self, which will make a difference throughout their lives.

Children learn a lot more things than can be seen on the pieces of paper that they take home. Therefore, if your child has not produced a great work of art by the end of the session, do not despair, as we can certainly guarantee that he or she has not been sitting idle. A lot of valuable learning, for children to the age of 5, occurs through the processes of observation, exploration and experimentation with new materials and ways of doing things.

## **Development**

A child's early years determine much of his/her future development. Extensive educational research and experience have confirmed that the first five years in the life of a child, are the formative years and that experiences during this period have lasting and far reaching effects.

Preschool education is concerned with the growth and development of young children during this important period. We aim to help each child to achieve to his/her potential, and to find ways for the children to use their creative ability.

## **Environment**

The centre is aiming to provide a home-like atmosphere within a caring and stimulating environment for each child. The staff are aiming to build a trusting and secure environment for both children and parents. The children need an environment which fosters a deep sense of security, basic trust and acceptance of themselves and others. They need adults who respect them as individuals and who foster their abilities.

We aim to provide a warm, cosy, family environment, in which all children are treated as special individuals. They need an environment which provides genuine care, concern and affection. They need an environment which encourages exploration, curiosity and a desire to learn.

We should ensure the child feels happy and secure at all times, by providing (within reason) a cuddle, a lap to sit on, a security toy or an opportunity to be a helper or just an adult ready to listen.

## **Choice**

Children are free to choose the areas of interest in which they will participate throughout the day, both as individuals and part of a group. The centre might look disorganised and casual, and this may worry you. However, the educators carefully plan and supervise the program.

We believe that children learn self discipline while being able to choose their own play activities. Sharing and co-operating with other children is encouraged by the educators.

The activities each day will generally include painting, pasting, play dough, blocks, construction equipment, puzzles, music, storytelling, books, sand and water play and other outdoor equipment.

Your comments and suggestions are important in making any changes. Families are welcome to participate whenever possible, by reading the children a story, playing and sharing their skills with all the children at the centre.

Information about what is happening is available on the noticeboard, in newsletters, at a parents meeting or by talking to staff members.

### **Play Based Learning and Intentional Teaching**

At Bermagui Preschool we provide a balance of child-led and adult-led learning, where all participate as co-learners. Our educators support children's learning by planning for both child-led and adult-led learning. Educators draw on a range of approaches in everyday moments to enact intentional teaching, using their expertise to step in or out of learning experiences. This helps children feel safe and in control in their play, and learning can be effective.

Educators can offer three different ways to respond intentionally to children's play based learning:

- Open-ended play – when educators provide materials and space for children to explore independently in their play.
- Modelled play – when educators decide to model a skill, introduce or clarify an idea, or connect to prior learning at some stage in play.
- Purposefully framed play – when educators decide to use a shared learning environment where adults and children are collaborating in the play-based learning to build knowledge of a concept or idea as part of the curriculum.

### **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 educators 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 educators, 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 educators 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. Educators look at what strategies could be used to help, support, extend and develop skills/ interest. Educators also make pedagogical links (with EYLF, NQF, Bermagui Preschool Philosophy, Theorist, Australian Economic Census Data AECD 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, educators and broader community and to advocate for value of Early Childhood Education. Educators 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.

### Conclusion

These are all interrelated. One helps the other. All the activities are a means by which the children explore and come to understand their world, an essential part of healthy development

### Relevant Legislation

Education and Care Services National Regulations 2011.  
National Quality Standard 2010

### 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:

April 2023

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