

Curriculum, Assessment & Reporting

The curriculum followed in the Tintinara Preschool comes from The Early Years Learning Framework for Australia - *Belonging, Being and Becoming* (EYLF). The EYLF is designed to promote the vision that "All children experience learning that is engaging and builds success for life." This means the development of life skills and competencies through nurturing of a positive sense of self. This is seen as a crucial aspect of the individual child's development and must be nurtured and fostered in the Preschool program. Play is an essential aspect of learning for young children and planning for play is seen as the central component in developing a curriculum that integrate all areas of a child's development through play.

LEARNING PORTFOLIOS - Individual Child Learning Portfolios are sent to families at the end of each term and contain a variety of different ways of sharing information with families about the different learning opportunities and experiences that take place. In terms of 'formal reporting' the Early Years Learning Framework is the core document that is used within the Learning Portfolios as well as other forms of evidence of learning.

INDIVIDUAL LEARNING PLANS (ILP's) - ILP's are used at Tintinara Preschool to facilitate specific goal setting for each child, every term. The ILP's provide an opportunity for children and their families to have a say in the creation of this Plan as well as Preschool Staff being able to use this information in meaningful ways when setting goals and communicating with children and their families. Negotiated Education Plans (NEP's) are also used as required.

PARENT TEACHER INTERVIEWS - These are formal conversations held with families at specific times of the year in accordance with Tintinara Area School or as requested by Preschool Staff and/or families as the need arises.

STATEMENT OF LEARNING - This document is a way of sharing with families the Learning Journey that their child has completed at Tintinara Preschool and paves the way for future learning at school and beyond. Whilst the creation and sharing of this document is a DECD requirement, we value it as a great tool in reflecting on the many different ways each child has grown and developed during their time at Tintinara Preschool. We encourage families to take the time to read this document and together with their child's Learning Portfolio we are confident that families will have a very clear picture of the abilities, strengths and dispositions that each individual child possesses as a learner - even at this young age!

RISKY PLAY, LEARNING INJURIES AND GROWTH MINDSET

Risk is purposefully present within our education, care and everyday activities. The aim of managing risk is to minimise negative outcomes, NOT to eliminate risk or challenge for children. DECD and Tintinara Preschool strongly believe that children and young people need to come across risks regularly if they are to learn how to respond positively to challenging situations and learn how to deal with uncertainty. Any injuries that result from such learning be they physical or otherwise are termed 'learning injuries'. As it is from these powerful learning experiences that we learn best! Powerful learners also have a 'growth mindset' which is the belief that they are capable of learning and achieving with effort.



LOOSE PARTS

In our Preschool through our daily planned play experiences and learning opportunities, **loose parts** are materials that the children have access to that can be moved, carried, combined, redesigned, lined up, taken apart and put back together in multiple ways. They are materials with no specific set of directions or ways of being used, which can be used alone or combined with other materials. Children never stop creating and constructing when using loose parts: tyres, milk crates, wooden boards, logs, rope, sheets...anything they can get their hands on! When we step back and give them the time and freedom to move things around, we observe that children do not always use equipment the way the adult world expects them to. Often, children would rather play with cheaply available materials that they can use and adapt as they please, rather than expensive pieces of play equipment.

If you have anything at home that you may like to 'donate' to the preschool at add to our Loose Parts Collection, please speak with one of our staff members.



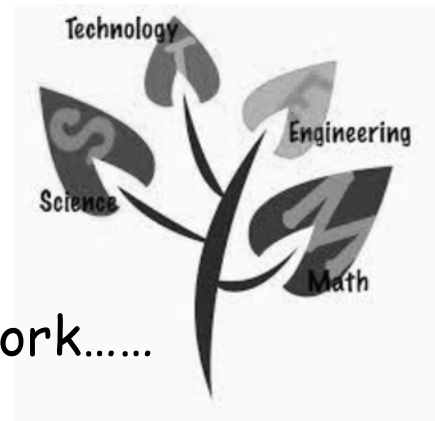
S - Science

T - Technology

E - Engineering

M - Maths

And the Early Years Learning Framework.....



Why STEM in Early Childhood?

STEM is the integration between a range of different learning areas, which lends itself best to Early Childhood Education. This is also reflected in our curriculum document "The Early Years Learning Framework" when it refers to;

- The focus in Early Childhood Education being on the whole child
- Early Childhood Educators understand that learning does not happen in separation from other opportunities and experiences.
- Hands-on learning being our focus and following children's interests is at the core of our curriculum.
- Children in the early years develop long-term habits of learning
- Children engaging with the various learning experiences and opportunities provided to construct knowledge that is personally meaningful and relevant to them each as individuals.

STEM in preschool can be experienced through a vast range of learning opportunities and experiences. For example; bubble printing, creating ramps to roll objects down, water play, building walls and structure from blocks, creating a house for pigs (or other fairy tale themes), gardening, using Loose Parts to create pattern and geometric shapes, to create roads, building 'cubby houses', mud play and cooking....the list is endless!

The Early Years Learning Framework also provides countless opportunities for the development of positive dispositions, which are ever growing and developing throughout Preschool and beyond.

The Early Years Learning Framework identifies positive dispositions for learning as:

- ◆ enthusiasm - being interested and excited
- ◆ curiosity - wanting to know why
- ◆ commitment - taking ownership and responsibility
- ◆ persistence - not giving up when things become difficult or challenging
- ◆ confidence - in many different ways, such as being confident in your own abilities
- ◆ cooperation - working together as part of a team
- ◆ reflexivity - reflecting/thinking about experiences

These dispositions are also reflected in the five "Learning Outcomes" that form the basis of the Early Years Learning Framework.

For further information on the Early Years Learning Framework please refer to:
https://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

Daily Routine

8.30 am – 9.30 am: Morning Activity Time - Child Initiated Play guided and supported by the staff. Children arrive, unpack their bags etc. The roll is taken by 9am. This is a time when the children settle into the preschool for the day – and is focussed on inside play. There are a wide range of toys and activities on offer – with the children deciding for themselves what they would like to try painting, cutting and gluing, blocks, play dough, dress ups etc. Parents/Caregivers are welcome to join in! Teacher initiated learning experiences and opportunities will be available. *Children will be supported to attempt to pack up as they go!*

9.30am – PACK UP: TUESDAY AND WEDNESDAY This is when we start packing up. Children are encouraged and supported in contributing to the packing up. Whilst children may go to the toilet whenever needed, this the time of day that the whole group is encouraged to go, much like what happens at school. This takes place at set times throughout the day. Children are supported and reminded flush the toilet and wash their hands.

9.40am – 10.25am TUESDAY AND WEDNESDAY: Thinking & Talking Time — This is the time of the day where we encourage the children to talk about things of interest. There might be something on the “Talking and Thinking” table that will promote discussion that staff have planned specifically to share with the children or it may be something that a child has brought in with them. It may also be a time to extend on an earlier learning experience etc. via the Floorbook for example.

ON THURSDAYS: 9.40am -10.25am – LIBRARY as this is a ‘booked library lesson’. Children are asked to have a drink, go to the toilet, and wash hands. Staff support the children to make sure that their Library Bags are in the Library Trolley. Once in the Library, the children return their previously borrowed. We typically share some books that the “Star of the Week” has chosen off the shelf. Children are allowed to borrow two books and one DVD. We then head back to Preschool. We aim to be back to the Preschool by 10.25am to then go to the toilet, wash hands ready to eat recess and then get ready for outside play from 11am – 1pm.

ON WEDNESDAYS: Children go home at 11.30am.

Preschool staff will walk the children to Child Care, once the other children have been collected by their parents/caregivers.

Tuesdays - FOUNDATION CLASS SOCIAL SKILLS VISITS:

This takes place on from 12.15pm until 1.00pm, with both Foundation and Preschool Staff present. This forms part of our ‘Transition to School’ Program.

10.25am RECESS eating time — Children will place their fruit/healthy into their named bowls prior sitting at the tables to eat their recess.

OUTSIDE PLAYTIME (11am – 1pm) Once all the children have finished eating their recess we get ready and go outside into the Preschool Playground. We allow water and mud play but we just give gentle reminders about thinking carefully about how they are playing. During Terms 2 & 3, the children will have rubber boots and coats to put on prior to going outside and in Terms 1 & 4; they will need hats and sunscreen. *If weather becomes too wet or too hot etc. Preschool staff will use their professional judgement when making a decision about the need to return inside.*

1pm LUNCH (we aim to eat lunch between 1pm – 1.30pm) Once we have all helped in packing up outside we then prepare for lunch. Prior to this, children will need to go to the toilet, wash hands and then sit at a table to eat. Sometimes we sit on the mat to eat or go outside for a picnic! Staff support children to remember to eat their lunch first and then snack type foods next.

1.30pm-1.50pm THINKING AND TALKING MAT TIME: Once children have finished eating they can begin packing up their bags, and can then select something to play with whilst everyone is finished eating. Once this is done we might then share a story, sing songs, play games, reflect on the day in the Floorbook etc. PLEASE NOTE: Some children may need to rest immediately after eating lunch, so we are mindful of each child’s individual needs and support them accordingly. This may change from day to day depending on individual energy levels.

1.50pm – 2pm PREPARING FOR REST TIME: Whilst the children are packing up the chairs and assisting with sliding the tables out of the way, the ‘Star of the Week’ is supported to have a go at ‘vacuuming the floor’ (they love having this as one of their ‘special tasks’. Staff then assist each child to find a pillow and a ‘bubble’ (their own space where they can lay on the floor and are not touching anyone).

2pm-2.25pm (approx.) REST: Staff encourage all children to have a rest (*in accordance with National Quality Standard 2.1, Element 2.1.2 Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation.*) Therefore, if some children fall asleep that is ok! Staff aim to have rest time for at least 20 minutes. For rest staff begin by modelling and demonstrating to the children some deep breathing/relaxation techniques or the children can select some relaxation tools or silks from the basket. Alternatively, we listen to some relaxation music and guide them through how to listen to the music to relax, or we listen to a talking book CD. Sometimes, for special occasions, such as end of term, staff may select an appropriate G rated DVD make some popcorn together with the children and then we all ‘chill out’! If some children do not want to rest on a particular day after initially attempting to do so, they invite them sit up at the table to do a quiet activity or find a quiet spot to play. When children do fall asleep, we let them do so. However we are mindful – especially for the bus children – in gently rousing them by 3pm so that they have time to prepare for the trip home, by going to the toilet and having a healthy snack, if they feel like eating.

2.25 pm (approx.) FRUIT TIME Once the pillows are packed up we have our 'healthy snacks'. The "Star of the Week" usually selects a story to be read by a staff member whilst everyone is eating their 'healthy snack' or we just sit and chat with them about their day. When children have finished we support them to pack up their bowls etc., and support children to finish packing up their bags – communication folders, medication, and library bags.

2.45pm: STAR OF THE WEEK - may have some things to share and talk about. If not we support them by asking them to share what are they favourite foods to eat, things to do etc. There may also be time to play any sorts of games, sings songs and/or read another story etc.

3.00pm – Bus children are asked to go to the toilet, plus any others that might need to go.

3.15pm – Staff will then 'dismiss' the children. Parents/caregivers will be waiting over under the shelter near the front office building and staff members will only allow children to leave the Preschool if their parent/caregiver is present. The Bus children are taken over to the bus lines by 3.20pm as busses leave at 3.25pm, and ensure children are lining up in the correct bus line, school staff also assist with this and bus drivers will mark off the children on their bus rolls and hand these back to school staff..