



IRRAWANG PUBLIC SCHOOL

PRESCHOOL

Programming for Planning and Assessing Procedure

National Quality Standard Education and Care Services National Law and National Regulations	Associated department policy, procedure or guideline	Reference document(s) and/or advice from a recognised authority
NQS: 1.1 Regulations: 73, 74, 75, 76, 168 (2)(h), 254	Leading and operating department preschool guidelines	QA1 Developing a culture of learning through reflective practice QA1 Supporting agency: Involving children in decision-making

Responsibilities

School principal	<p>The principal as nominated supervisor, educational leader and responsible person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> the preschool is compliant with legislative standards related to this procedure at all times all staff involved in the preschool are familiar with and implement this procedure all procedures are current and reviewed as part of a continuous cycle of self-assessment. <p>These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.</p>
Preschool supervisor	<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 could include:</p> <ul style="list-style-type: none"> analysing complaints, incidents or issues and the implications for updates to this procedure reflecting on how this procedure is informed by stakeholder feedback and relevant expert authorities planning and discussing ways to engage with families and communities, including how changes are communicated developing strategies to induct all staff when procedures are updated to ensure practice is embedded.

Preschool teacher(s) and educator(s)	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <ul style="list-style-type: none"> ● all staff in the preschool and daily practices comply with this procedure ● this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers ● they are actively involved in the review of this procedure, as required, or at least annually ● details of this procedure's review are documented.
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Procedure

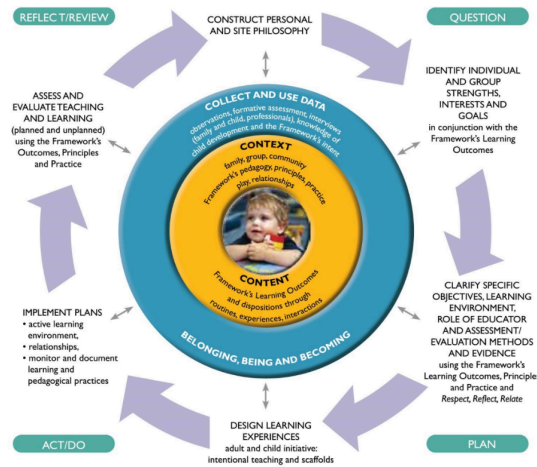
Philosophy, Early Years Learning Framework, Planning Cycle, Australian Education Research Organisation (AERO) Learning Trajectories	<p>At Irrawang Public School Preschool, educators:</p> <ul style="list-style-type: none"> ● Construct a personal and Preschool Philosophy underpinning the preschool's vision & informing programming for planning and assessing. ● Utilise <i>The Early Years Learning Framework (EYLF V2)</i> to guide the development of the educational program and ensure it supports each child's learning and development outcomes. ● Use the <i>Early Years Planning Cycle: Belonging, Being & Becoming</i> and the Australian Education Research Organisation (AERO) Learning Trajectories incorporating regular observations to guide and support the designing of quality learning experiences that meet the needs, strengths, interests and goals of all children.
Question (observe & collect information, analyse learning)	<ul style="list-style-type: none"> ● Children are actively engaged in the core curriculum and learning experiences. They are encouraged to make choices, request resources and are given time to revisit, repeat, consolidate, master and extend their learning. ● Educators identify individual and group strengths, interests and goals from: <ul style="list-style-type: none"> ~ initial enrolment interview with families, ~ jottings of daily interactions about children's learning, engagement, conversations and interests, ~ jottings about children's engagement in the programmed experiences ~ formal observations of children in focus, ~ PLP afternoon yarns, ~ maintaining connections with families (phone calls, Sentral Parent Portal, whole school Facebook page, interviews). ● Educators clarify specific objectives, analyse learning, the learning environment, role of educator and assessment/evaluation methods and evidence through: <ul style="list-style-type: none"> ~ consultative discussions and collaborative decision-making with the Preschool Team, Pedagogical Leader, Preschool Advisor and other EC educators to drive programming and planning.

<p>Plan (child observation):</p>	<ul style="list-style-type: none"> ● Design learning experiences from: <ul style="list-style-type: none"> ~ documentation of children's needs from previous conversations with families via phone, Sentral Parent Portal or face to face, ~ goal setting with/for children, ~ adult and child initiatives, ~ reflections from intentional teaching & scaffolds. ● Children are closely observed by educators (where they are at/what they are working towards). ● Transition to School Statements are closely referred to to track/refer to children's attainment of EYLF Outcomes. ● Educators have focus children each week, however, will record information when engaging with all children and pass on information when required. ● Families are encouraged to add input to the daily program on the program on display daily in the foyer. ● Educators have conversations with families and record information in the children's Communication Book. ● Educators refer to the <i>Early Years Learning Framework (V2)</i> and the Australian Education Research Organisation (AERO) Learning Trajectories to analyse the development of each child.
<p>Act/Do (implementation):</p>	<ul style="list-style-type: none"> ● Educators implement learning experiences with play provocations into the core curriculum through: <ul style="list-style-type: none"> ~ setting up active learning environments daily based on planning decisions, ~ developing relationships with children and families, ~ monitoring and documenting learning and pedagogical practices daily on checklists, whiteboards, learning stories and children's personal observations. ● Educators engage children in project work through provocations and intentional teaching. ● Educators plan appropriate learning experiences for a child or children to engage in. They may set up a provocation, explicitly teach (intentional teaching) through planned experiences and/or collect documentation for a child's Learning Journey (learning story, observations, photos, parent feedback, letters and other work samples).

**Reflect/
Review**

(Assessment):

- Assessments can occur at any time during these phases.
- Educators will assess and evaluate teaching and learning through:
 - ~ planned child observations,
 - ~ learning stories that may include samples of a child's work, photos or speech,
 - ~ daily informal debrief discussions with the Preschool Team,
 - ~ weekly staff meetings with specific outcome/principal/practice focus,
 - ~ formal surveys capturing family's responses to context/content,
 - ~ regular engagement in critical reflection to inform/inspire/adjust personal/site Philosophy.
- Child observations will be recorded using photos and videos. Information will be utilised to inform Transition to School Statements, posted on various occasions onto the Sentral Parent Portal and utilised within the children's personal Learning Journey. These observations are recorded on the Preschool Google Drive and used to monitor the planning cycle of learning for each child.



**Observation
Cycle**

Our Preschool operates for 40 weeks each year with children attending a 5 day fortnight. Our hours of operation are from 8.55am till 2.55pm. Educators will follow the observation and planning cycle *beginning in Term 1 and conduct 1 observation* (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). In Terms 1-4, children will progress through 1 cycle per term minimum.

Educators will monitor children who have moved through the observation cycle on an **Observation Tracking Sheet** (in the program). They will ensure that children are not overlooked and that learning objectives are monitored using their **Transition to School Statements**.

Over the Preschool year, there will be 4 cycles/child (minimum) with intentional teaching and learning objectives planned for them. Learning objectives will be planned for with reference to the EYLF. This structure allows for flexibility to document for other learning including on-going projects, whole class events / experiences, developmental milestones or other spontaneous learning experiences. At times, discussion with family members will occur, based on educators' observations, prior to planning for the individual child to structure personalised objectives for the child.

Evaluation of the learning objective will be documented via educators' observations of the child's engagement using **Microsoft Word** as a collection medium (then printed and added to the child's **Learning Journey Scrapbook**) with the planned play provocations/provisions. The subsequent evaluation/follow up will be recorded on the **Daily Program**. Educators will then evaluate and reflect

	<p>on what worked well and where improvements can be made, to ensure each child's learning experience and opportunities were effective.</p>
<p>Educational Program</p>	<p>A <i>Sun/Rainbow Program</i> template is used to plan for children's interests as individuals and as groups. <i>The Early Years Learning Framework V2</i> is used as the basis for planning and each outcome is documented on the program template. Educators refer to observations, family input and other activities which may occur within the whole school to help drive the educational programming.</p> <p>The Glow & Grow reflection scrapbook is also used as a daily tool to record the children's interests as input into the program.</p> <p>Each week the following opportunities are offered and reflected on:</p> <ul style="list-style-type: none"> ~ Parent input and family contribution, ~ Provocations set up inside and outside based on interests, ~ Whole group intentional teaching (literacy, numeracy, song, dance), ~ Planned experiences and intentional teaching, ~ Documented spontaneous experiences children were involved in throughout the day, ~ Provisions to extend on children's interests (based on observations), ~ Health and wellbeing (fundamental movement skills, interests, health topics, games, obstacle course focus and fine motor skill practise), ~ Changes to routine or special events (preschool, whole school and community events), ~ 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.
<p>Daily Routine</p>	<p>Irrawang Public School Preschool have developed a daily routine to ensure children have equal/flexible time inside and outside for uninterrupted play. Educators engage with children and support them in their play, being mindful to balance supporting children with observation.</p> <p>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.</p> <p>We are spontaneous in our approach to children's play and flexible with the program based on their interests and participation. If children appear uninterested, we change provocations and programming accordingly. This is recorded on the program reflections.</p> <p>Throughout the week, educators upload photos, learning stories and/or observations, including messages for all parents to view via displays in the Foyer space and via the Sentral Parent Portal.</p>

Record of procedure's review

<p>Date of review and who was involved</p>	<p>11/1/21 Michelle Lynch (Pedagogical Leader) Hylie McEvoy (Preschool Educator)</p> <p>15/9/21 Hylie McEvoy (Preschool Educator) Alexandra Hay (SLSO)</p> <p>9/12/22 Hylie McEvoy (Preschool Educator) Michelle Lynch (Pedagogical Leader)</p> <p>3/3/23 Hylie McEvoy (Preschool Educator) Alex Hay (Preschool SLSO) Michelle Lynch (Pedagogical Leader)</p> <p>15/12/23 Hylie McEvoy (Preschool Educator) Michelle Lynch (Pedagogical Leader)</p> <p>29/11/24 Hylie McEvoy (Preschool Educator) Michelle Lynch (Pedagogical Leader)</p>
<p>Key changes made and reason why</p>	<p>15/9/21- Learning from Home COVID Restriction Procedure</p> <p>9/12/22- Refining of Observation Cycle process, Removal of Learning from Home Procedure.</p> <p>3/3/23- Removed: -Observations are tracked in a document on the Preschool Google Drive which is monitored and updated by ALL staff regularly. -An individual observation tracking sheet is begun when planning for individual children. Addition: The Transition to School Statements are closely referred to track/refer to children's attainment of EYLF Outcomes. Removed: Family Jottings Book and replaced with children's Communication Book. Changed: 1 observation during term 1 and during Terms 2-3 there will be 2 cycles and 1 cycle in Term 4 minimum. Changed: monitored using their Transition to School Statements. Changed: <i>6 cycles/child (minimum)</i> with intentional teaching and learning objectives planned for them.</p> <p>15/12/23 -Updated as per Early Learning Leading and Operating Preschool Guidelines vSept2023</p> <p>29/11/24 Added: The utilisation of the Australian Education Research Organisation (AERO) Learning Trajectories in programming Changed: Learning Observations are recorded on the Preschool Google Drive. Changed: Terms 1-4, children will progress through 1 cycle per term minimum. Over the Preschool year, there will be <i>4 cycles/child (minimum)</i></p>

Record of communication of significant changes to relevant stakeholders	<p>Principal: Email & Acknowledgement Spreadsheet 29/11/24</p> <p>Staff: Email & Acknowledgement Spreadsheet 29/11/24</p> <p>Parents: Sentral Parent Portal 29/11/24</p> <p>Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.</p>
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