

2017 QIP Planning and Direction— QA1: Educational Program and Practice



Strengths

Families say.....

- The preschool takes a lot of time in making the children's learning accessible to parents.
- The learning journey folder is wonderful and kept up to date.
- Facebook page is a great success. Updates and stories are added regularly (even at night and on weekends).
- I receive various flyers about my child's learning and I love receiving photos of my child from the teachers.
- We are kept involved in our children's learning.
- Families are kept informed of the weekly program and planned events
- Educators plan to the children's interests and likes
- I feel like we as parents are involved in decisions and have suggestions.
- Children's requests are catered for when programming.
- All children are supported in the weekly program.
- I enjoy seeing the observations and photos taken on my child.

Children think.....

- The wetlands is fun
- We play in our nature play area
- We always have new learning
- Playing with friends
- Singing at mat time
- Seeing myself in the Learning Journey Folder

Strengths

Educators think.....

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| <ul style="list-style-type: none">• Plan using the Early Years Framework (EYLF)• Our weekly program is on display on the family info board and in the Learning Journey Folder.• Have small and large groups daily where we sing songs, dance, read books, do the daily routine and learn about literacy and numeracy.• Take regular observations of the children to guide planning. Provide a copy to families in individual LJFs.• Cater for children's interests, spontaneous play and requests. Document ideas on weekly program to support learning.• Have a large Learning Journey Folder on display for families so they can observe our amazing fun days.• Meet regularly as a staff to plan our weekly program and discuss important information.• Families complete an 'All About Me' sheet when they enrol their child so we can plan for their interests.• Have a quiet rest area inside and outside and we do relaxation. | <ul style="list-style-type: none">• Each child has the opportunity to be the star of the day. They ring the tambourine for pack up, be the line leader, welcome families in and run mat time routine.• Persona dolls go home with our loving children for one week.• Term overviews are sent home for families.• Reports go home term 1 and term 4.• Children with additional needs and our Aboriginal children receive additional support.• Children's work is displayed on the walls, in individual learning journey folders, large learning journey folder and in photo displays.• We use a clear planning cycle displayed for families. |
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Strength Summary

Standard 1.1. An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

At Elizabeth Park Preschool educators build knowledge and understanding of the Early Years Learning Framework used in our service to ensure learning outcomes are provided for all children. This is done through regular T&D, staff meetings and using observations of children to program and assess. We keep up to date with the latest and most relevant practice. A recent example was when we attended the introduction to the literacy and numeracy indicators workshop for preschools (1.1.1). As a team we make decisions about children's daily experiences and routines through planning sessions together, which happen once to twice per week. We have created a family friendly program that links EYLF, literacy, numeracy and CPC planning. There is an available box for all educators to add observations/interest and spontaneous learning to the program- to be used the following week. When children's interests/observations/spontaneous learning is added to the following weeks program we bold it in red writing to demonstrate how we are linking observations to children's interests/needs. Each educator has a focus area such as numeracy, literacy, science, inquiry table, small and large groups etc and will plan their activities and experiences based on child's interests, abilities and the termly theme. Literacy and Numeracy planning is done in accordance to the indicators and a checklist ensures we cover all indicators across the year. One educator will meet with the Numeracy School Coordinator each week to plan effective lessons and creates assessment tools to gauge progress. The Numeracy Coordinator also attends to observe the lesson and provide feedback to educator. Children's requests are catered for within the programming. Through observations, record taking and engaging with the children, educators build a large picture of the child's current interests and abilities. We ensure that every child participates in the program by continually inviting children or encouraging them to participate in certain activities and cross checking with a check list to ensure no child is missed. Children are encouraged to share and choose a new activity to ensure they are not remaining at the one area all the time. Regular observation and reminders are given to children about the other activities available for them to participate in (1.1.1).

Families are encouraged to fill out an "All About Me" sheet upon enrolling their child. This provides educators with an understanding of each child's needs, interests and family life prior to them starting. This information is then transferred into the children's individual learning Journey Folders for reference for future planning (1.1.1).

Educators plan a weekly program that is developed from a term topic and expanded through children's individual interests, spontaneous play, needs and requests. Often the term topic is an idea that has come from observations of children's current interests, needs and reflections or by the demands of the National EYL Framework. When devising the weekly program the National EYL Framework is referred to regularly. The program is guided by the elements of the EYLF including the outcomes, practices, principles and the BBB. This provides children with a range of diverse activities, freedom to choose between intentional activities and to learn through play (1.1.2).

On enrolment of a new child, staff and families communicate and share information about the individual child. Questionnaires are sent home for families to answer about their child's interests and abilities. Educator's also talk to children, asking them weekly about their interests, favourite things to do, strengths and these are shared with each other in group times with a focus on oral language/literacy strategies. Our three Persona dolls (called EYLF, ACECQA and LANI) help to bring the child's culture and interests from home into the preschool setting (1.1.2).

We get to know about each child and their strengths, abilities and interests in a number of effective ways. Large group times include music and movement activities, group discussions, large group games, Play Is The Way games and shared story time. Each session, children are provided with a time for rest and relaxation as well as quiet activities and areas for children requiring this. The class is also divided into two small groups and each is taken by one of the educators. In these small groups the focus is oral language/literacy and numeracy activities. These are often based around a text related to the term topic and activities which support the learning outcomes (1.1.2)

Strength Summary

Independent Learning Plans (ILPs) are an important part of catering for the needs and learning of children in Elizabeth Park Preschool. ILPs are created for all Aboriginal children and children with additional needs (e.g. speech, intellectual and behaviour) at the beginning of the year and are revised as needed. ILPs are created by teachers and are kept in the preschool office in an easily accessible location. Evidence of children working towards the goals of the ILPs and SSO session notes are stored in the same folder as the ILP and are used to help teachers write reports or to update relevant professionals (such as Novita and Talking Matters) as well as families as to the progress of ILP goals. In 2016, during the ILP writing process teachers set long term SMART (Specific, Measurable, Achievable, Relevant, Timely) goals. They then assisted SSO's to set short term goals with the view to achieve the long term goal. The goals have been reviewed approximately every five weeks during a staff meeting and have been updated where necessary.

Children's general responses, needs and experiences are discussed both informally at set up, lunch time, debrief book and formally during regular review meetings and staff meetings. Families have the opportunity to contribute to their child's experiences at preschool by suggesting ideas and writing them down on the learning journey folder intermittently. Families often support the curriculum development by offering their time or skills e.g. photos, stories, information about their families, artefacts, outdoor resources etc. (1.1.2, 1.1.4).

Educators engage with children whilst they are playing and completing activities to extend them further and gauge where each individual is at. In this moment educators may take a written observation, act on the spontaneous play and support children's requests e.g. locate a whiteboard if a child would like to tally the bugs found in the garden or even sit back to just observe a child at play without adult interference—adding to the program at a later time if it could be used for future programming (1.1.3). Each session one child is allocated to be the star of the day. This child is responsible for ringing the tambourine for pack-up, being the line leader, helping with the daily routine in large mat time, welcoming families into the centre at the end of the session. A preschool newsletter is sent home twice a term which informs families of current learning, preschool happenings, policies and important information. Our preschool monitor is always on which provides a slideshow of children's learning and play through photos (1.1.3). Children are assessed for understanding of basic concepts such as colours, counting, letter recognition and shapes upon entering preschool and re-assessed during their third and fourth terms to show their progress and development. Each child has a folder which contains photographs, work samples, learning stories and observations collated by educators of their time at preschool, as well as a scrapbook containing their artwork (1.1.3). These folders and scrapbooks are accessible to families throughout the year and taken home at the end of the year. Educators use a Learning Journey Book to document the learning taking place in the preschool. This book is on display for families to access and contains photographs, anecdotes, observations, copies of the weekly program as well as any other information that may be useful for families. Families are encouraged to access the Learning Journey Book through the newsletter and verbally encouraged to check the book each week. We have had positive feedback from families regarding the book and learning taking place and it has been fabulous to see children taking their families to the book and proudly showing them a photograph or activity that they have been involved with. We have a large whiteboard on wheels that gets placed at the front of the building each session for families to see. Information included on the board is important events, weekly program, photos of children at play, observation notes about the children that session and often we ask children to write/draw on the board also. Families are often observed reading the board with their children (1.1.3, 1.1.5).

Intentional teaching is programmed using the EYLF outcomes and from children's interests and observations. A copy of the program is displayed on our Family Information Board and in the Learning Journey Folder (1.1.4). Both the literacy and numeracy activities are linked to the literacy and numeracy indicators and a term planning overview is created and displayed on our family information board (1.1.4). Teachers write a mid year progress report for families as well as a final report for graduating children. A copy of this report is sent home to families as well as one copy forwarded to their new reception teacher. An overview of each child's term are sent home and a copy is also placed in their individual learning folder (1.1.4, 1.1.1).

Strength Summary

A checklist of the EYLF outcomes, principles and practices are located at the front of our programming folder to ensure a balance of all outcomes are covered within weekly programs. This acknowledges and supports that all children learn in a variety of ways, have a variety of capabilities and learn at their own pace (1.1.5). Outcomes are displayed throughout the preschool next to the children's work that is up for display and are used in learning stories. Educators link the EYLF outcomes to the learning journey folder samples that families and other staff members have regular access to. When observations are completed or spontaneous learning opportunities are documented on the program they are linked to the EYLF (1.1.5)

Think-Pair-Share format is now embedded in educator practice during oral language, literacy and numeracy sessions. These small groups provide children with opportunities to work with a partner and a smaller group of peers, providing more opportunities for 1:1 time with an educator (1.1.5, 1.1.6).

Often our small groups provoke spontaneous conversations initiated by children as there are lots of opportunities to ask questions, discuss situations, share stories and clarify information (1.1.6).

We allocate some funds from our preschool budget to employ SSOs to work with children who were referred for support but were not quite eligible. Through ongoing training and research we understand early intervention is important. We run a coordination program for a select few children each week. They participate in fine and gross motor activities and work towards a developmental checklist (1.1.5).

The educators at Elizabeth Park create a preschool profile stating our individual roles and responsibilities. This ensures all programming and admin responsibilities are divided equally and that they are completed thoroughly. It also ensures educators are planning to their strengths. To ensure a quality program is delivered weekly educators take on specific roles and responsibilities. We work to our strengths however also meet to discuss the program as a whole and ensure all have a voice. We have set weekly expectations which have been agreed upon by staff e.g. amount of observations, learning stories, learning journey pages, planned incursions/excursions are organised in term etc. It ensures the quality and quantity of the workload is fair and that every child is supported in the way they need (1.1.6).

Children have access in the use of Technology. They use the smartboard during inside play, small and large groups. Cameras are used inside and outside by the children which record their peers at play. We then discuss the photos in big group time (1.1.6).

Strength Summary

Standard 1.2. Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

As a centre we have a staff timetable which is flexible to support undetermined factors such as weather and children's specific needs at the time. This timetable enables educators and children to be aware of what is happening each day and ensures that support time is specifically allocated for those children entitled (1.2.2). Children's current interests and knowledge are reflected through the program with as well as displayed in the Learning Journey Book (1.2.1). NIT is programmed to allow educators to plan and reflect together in order to ensure continuity and to deliver a cohesive program (1.2.1). At Elizabeth Park Preschool we currently document and plan for children's learning. We do this by reflecting each week during programming time on what has worked well and what could improve based on the children's level of involvement in activities and children feedback (1.2.1). We currently have updated our observation proforma so that it is now family friendly and involves families in their child's learning and play. Each educator line manages children and is responsible for taking observations on their children. Each educator has an observation folder to collect observations and at staff meeting agreed to take a minimum of two a day. The observation proforma is linked to EYLF and the literacy/ numeracy indicators. Once we complete an observation educators document how they followed up the learning e.g. none needed, on the spot or future planning. We collect the observations and use for the following weeks program. Any follow on to support children's learning is indicated on the program with red highlighted font. We aim to take three photos of the learning occurring for each observation e.g. start, middle and end of learning. The good copy of the observation is placed in the child's individual learning folder and educators keep the photocopy. It was decided that families would enjoy seeing the observations of their children and conducting observations now had an increased purpose (1.2.1). We are continually taking observations, disposition jottings, group observations, learning stories and photos and then using them in the planning, implementing, documenting cycle. Learning stories are created often for individual LJF and are linked to EYLF, indicators and often NQS. Families are currently informed about their children's learning, development and participation in the program by documenting evidence in the Learning Journey Folder that is always displayed for family perusal. Families can also access and are encouraged by staff and children to view their individual Learning Journey folders and scrap books. Work is displayed on walls, windows and around the room that include links to the outcomes and program. Educators also greet and informally chat to families about their child's learning on a daily basis (1.2.1). Photos displayed in the Learning Journey folders reflect children's participation in the curriculum. Termly individual overviews are sent home to families. These detail what learning focuses the children were involved in over the course of the term. A term 2 and 4 report is created for each child. These detail individual learning outcomes/challenges/successes/behaviours(1.2.1). Daily debriefing within the educators team is used to reflect and evaluate effectiveness of learning experiences, any important daily information and the observations of children (1.2.1)

Educators are demonstrating learning intention in their teaching practice by stating the learning goal at the beginning and end of large and small group sessions. Teaching intentions are explicitly documented in each week's program to give all educators understanding of what the learning expectations are. Children are then able to demonstrate the learning intention and show awareness of what is required during the lesson or activity. Often we record children's answers on a group recording sheet that is displayed in our LJF and used for future planning. Families have said they enjoy reading the answers their child/ren provide. For art and craft activities techniques/models/examples are displayed for all children to view whilst completing the activity (1.2.2). To support the fine motor skills of children educators have created a 'write your own name' template and a 'scissor cutting' template (1.2.2)

Preschool staff are familiar with Natural Maths and new staff are up skilled as needed. Maths is timetabled each week. Children do a pre and post test sample at the

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Identified Issue	Goal	Outcome; Steps to achieve goal	Success Measure	By When
Each term educators choose a theme that supports EYLF and/or children's interests. Currently there is no specific overview that goes home to families at the beginning of the term that identifies the programming ideas, incursion/excursion and curriculum links.	Introduce a term overview that indicates the term learning, curriculum links and incursions/excursions. Goal is to keep families informed and provides opportunities for input/ involvement (1.1) (1.1.2, 1.1.4, 1.1.5, 1.2.2)	<ul style="list-style-type: none"> Create an easy to read overview that includes all relevant information. Brainstorm at the beginning of each term with educators the term theme so adequate info is added to overview. Send home a copy of the overview to families and add to LJF. 	<ul style="list-style-type: none"> An overview is created each term. It goes home to families and into LJF. 10% of families will provide ideas for program input. 	Term 1 2017
Progress Notes:				
Date: 12/4/17 Overview of Term 2's learning created. To be sent home to families in Week 1 and A3 to be displayed in the Learning Journey folder.	Date: 2/5/17 Term 2 learning Overview added to Learning Journey Book.	Date:		
Identified Issue	Goal	Outcome; Steps to achieve goal	Success Measure	By When
Currently ILPs have been written for children receiving support for additional needs, ILPs and Aboriginal children. Proforma needs to be updated. No ILP's in place currently for GOM children. Specific goals need to be written to support the needs of all the children stated above.	Create an ILP proforma that supports goal writing for children receiving support for additional needs, GOM, Aboriginal education. Write SMART goals and work towards them over the year. (1.2) (1.2.1, 1.2.2, 1.1.6)	<ul style="list-style-type: none"> Meet with AET teacher to discuss what ILP document to use, Talk with support SSOs, families and agencies about children's strengths and possible goals.. Create SMART goals for children and SSOs to work towards them throughout year. Meet each 5 weeks to discuss progress. Share progress with families. 	<ul style="list-style-type: none"> All children will have an ILP. SSOs will work towards goals. Families will be kept informed. Evidence of work samples and photos will be collected. 	Term 1 2017
Progress Notes:				
Date: February 2017 Proforma updated. ILP's into files of line managers and ready to be written.	Date: March 2017 All Aboriginal children have an ILP containing SMART goals.	Date: April 2017 All ILP's have been shared with families for them to sign and comment on.	Date:	

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Identified Issue	Goal	Outcome; Steps to achieve goal	Success Measure	By When
It is DECD policy that we now have a record of enrolled children's immunisations. Families enrolling at preschool are requested to show evidence of immunisations.	Families are requested to show evidence of their child/ren being vaccinated. This information is to be inputted onto EYS. Educators to exclude children in the event of an occurrence of a vaccine preventable disease. (1.1) (1.1.2, 1.1.4, 1.1.6)	<ul style="list-style-type: none"> • Learn about new immunisation policy • Add immunisation request form to enrolment packs. • Create checklist to record when families return. Add data to EYS. • Inform families when an illness/disease occurs in preschool. • Notify and exclude children who are not immunised/ provided evidence when a vaccine preventable disease occurs. 	<ul style="list-style-type: none"> • Immunisation records collected. • Families informed. • Immunisation folder organised. • Immunisation program schedule displayed for families. 	Term 1 2017
Progress Notes:				
Date: 07/02/2017 Note has been given to all families via pigeon hole for immunisation record to be shown.	Date: 27/02/2017 Almost half of our families have shown evidence of immunisation and details have been added to EYS.	Date: 5/4/17 Our Bilingual workers have communicated the information regarding immunisation to our EALD families.	Date:	