

Mascot Public School Preschool Procedure

Documentation

Reviewed: 23/7/19, 20/11/20, 15/3/21, 16/5/22

At Mascot Public School Preschool, our philosophy is play-based and child-centred to enhance each child's learning, development and well-being.

Rich connections created by key educator relationships allows them to have a deeper understanding of children's motivations and interests, enabling them to more effectively plan for children's learning. Educators make ongoing professional judgements when designing and delivering their educational program. These curriculum decisions are based on individual children's knowledge, understanding, development, skills, strengths, ideas, culture, abilities and interests. Our educational programs and practices embed, value and respect Aboriginal and Torres Strait Islander cultures, identities and connections to community and country.

At Mascot Preschool, both the program (curriculum) and educator practice (pedagogy) is underpinned by the Early Years Learning Framework and National Quality Standards.

Educators are responsive to children and engage in intentional teaching with an inquiry orientation. They are skilled in recognising opportunities in the learning environment and deliver the program using a number of teaching strategies in order to extend and assess children's learning, development and well-being.

In compliance with QA1 of the National Quality Standards, the following points must be considered when documenting children's learning:

- The program is built upon the knowledge educators have on individual and groups of children within the centre, including information about **children's knowledge, understandings, development, skills, strengths, ideas, culture, abilities and interests**.
- Educators are expected to use the **Early Years Learning Framework** to guide the development of their program as identified by ACECQA.
- Educators use a variety of methods to support their decision making. They should refer to: **EYLF's outcomes, practices and principles; the National Quality Standards**, theoretical perspectives and evidence-informed teaching practices; and the preschool philosophy.
- Educators are to be deliberate, informed, purposeful and planned throughout program decision making and follow an **ongoing planning cycle** where they observe (information gatherings), analyse learning (question), document, plan, implement (acting and doing) and evaluate/reflect (reviewing).
- The planning cycle should be documented using a variety of methods such as **Seesaw, on the program and through wall documentation**. This should be visible to families, colleagues, children and other professionals and is used as the basis for shared reflection, discussion and further curriculum planning.
- **Children are viewed as active participants** and decision makers within the curriculum and their learning. They have an ownership and voice on the direction of their own learning, development and well-being and this should be documented.

- Educators understand the **impact that the learning environments have** upon children's learning, development and wellbeing. All aspects of the program, including routines are organised and designed in a way that maximises the outcomes for children (ACECQA: 2013).
- Program decisions are planned and deliberate, with learning intentions reflected on the program and throughout the environment. **Critical reflection** is used to strengthen and continuously improve their pedagogy. This process strengthens educators' capacity to understand the impact of their teaching approach on children's learning, wellbeing, and development.
- Educators are **responsive and inclusive** when enacting the program and use a range of intentional teaching (pedagogies) strategies to enhance and extend each child's learning, development and well-being. Educators demonstrate and understand that foundational to their program is respect for each child as unique, capable, strong, able and competent learners. They understand their vital role of listening and responding appropriately to children as they support them to extend on their ideas and play experiences.
- **Educators work in partnership with families**, recognising the important role families have in their child/ren's life to support them to identify with and make meaning of themselves and their world. They **engage families** in professional conversations and communications about the program and the learning of their child/ren, encouraging their ideas and feedback.

Summary of expectations regarding the learning cycle:

*The preschool program is a working document that should include learning intentions,

*Educators to record observations on Seesaw and / or the program of individual children and the group. Observations should include a description of what is observed, an analysis of learning, follow up and evaluation. Dated links to Seesaw are to be made on the program.

*Educators are to link observations to the outcomes, practises and principles of the Early Years Learning Framework.

*Each semester, all children should have observations which include the 5 learning outcomes.

*A mid-year Summative Assessment and an end of year Transition to School Statement is to be written by educators and given to each child.