

# Oak Flats Public School Preschool

## Observations and Programming Procedure



Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
1. Educational Program and Practice 1.1 Program 1.2 Practice 1.3 Assessment and planning	<a href="#">Part 4.1 Educational program and practice</a>  Part 4.7 Governance and Leadership <a href="#">Division 2 Policies and Procedures</a>  Regulation <a href="#">254</a> Declared approved learning frameworks	<a href="#">Leading and operating department preschool guidelines</a>  <a href="#">Aboriginal Education</a>  <a href="#">Curriculum planning and programming, assessing and reporting to parents K-12</a>  <a href="#">Student welfare</a>
<b>Pre-reading and reference documents</b>		
<a href="#">Early Years Learning Framework</a>  <a href="#">Guide to the National Quality Framework</a>  <a href="#">Integrated approach to planning and learning</a>  <a href="#">An integrated approach to evidence gathering</a>  <a href="#">Culturally responsive practice - supporting Aboriginal children and families</a>  <a href="#">United Nations Convention on the rights of the child</a>		
<b>Related preschool procedures</b>		
<ul style="list-style-type: none"> <li>● Continuous improvement</li> <li>● Interactions with children</li> </ul>		
<b>Introduction</b>		
<p>The United Nations Convention on the Rights of the Child states that all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability, and respects their family, cultural and other identities and languages.</p> <p>Quality education is provided when educators carefully observe children and then use these</p>		

observations to plan meaningful experiences which extend the child's learning, maximise their potential and develop skills necessary for being an active member of society.

The Program is displayed in the preschool foyer on the table.

### Staff roles and responsibilities

#### School principal

The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool.

The principal is responsible for ensuring:

- 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
- staff engage in professional development and practice to promote quality education, observations, programming and assessment.
- the establishment of practice guidelines that ensure the programming practice is effective in providing quality education and care for all children.
- they supervise and support the educational program

#### Preschool supervisor

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 involves:

- analysing complaints, incidents or issues and what the implications are for the updates to this procedure
- reflecting on how this procedure is informed by relevant recognised 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.

<p><b>Preschool educators</b></p>	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> <li>● all staff in the preschool and daily practices comply with this procedure. This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool</li> <li>● this procedure is stored in the preschool and made accessible to all staff, families, visitors and volunteers. The procedure is stored in the preschool foyer and office in a folder and on the school's website</li> <li>● they are actively involved in the review of this procedure, as required, or at least annually</li> <li>● the details of the procedure's review are documented at the end of the procedure</li> <li>● all staff involved in the preschool are familiar with and implement this procedure</li> <li>● they engage in professional development around the programming cycle</li> <li>● they use the Early Years Learning Framework (EYLF) as the curriculum</li> <li>● consultation with families both verbally and through Kinderloop is regular in order to develop goals for the children and provide feedback about their child's progress.</li> <li>● the importance of play-based learning is valued and promoted whenever possible.</li> <li>● staff engage in critical reflection of the program and learning cycle</li> <li>● all staff collect authentic observations of the children using a variety of observational tools</li> <li>● the children's learning is analysed in relation to child development and the EYLF</li> <li>● the analysis of learning is used to plan quality experiences that will further develop the children's skill set</li> <li>● that learning experiences with children are implemented and then evaluated and that the learning cycle is repeated</li> <li>● documentation of observations and programming is maintained.</li> </ul>
<p><b>Procedure</b></p>	
<p><b>The Early Years Learning Framework (EYLF)</b></p>	<ul style="list-style-type: none"> <li>● The Early Years Learning Framework underpins the curriculum of the Preschool.</li> <li>● Principles, practices and outcomes of the EYLF are discussed at staff meetings. They are reflected on and action is taken to ensure the EYLF informs and guides our practice.</li> <li>● All observations are linked to the EYLF outcomes to ensure we are meeting regulations and assessing the children against these outcomes.</li> </ul>

<p><b>Learning Cycle</b></p>	<ul style="list-style-type: none"> <li>• “The assessment and planning cycle in the ongoing process used by educators to design programs that enhance and extend each child’s learning and development” (Leading and operating department preschool guidelines p.33).</li> </ul> <div data-bbox="853 331 1157 622" data-label="Diagram"> </div> <ul style="list-style-type: none"> <li>• A learning cycle is completed at least twice a term for each child in attendance at Oak Flats Public School Preschool. The learning cycle is documented in the observation book and on the fortnightly program.</li> <li>• There is no specific template for documenting the learning cycle and the methods used by Oak Flats Public School Preschool are dynamic and evolve over time as a result of critical reflection and their ability to meet our planning needs.</li> </ul>
<p><b>Observation</b></p>	<ul style="list-style-type: none"> <li>• Observations are an integral part of the planning cycle.</li> <li>• By observing children’s learning, interactions and play, educators can build a picture of the whole child – their strengths, needs and interests. This enables educators to plan meaningfully for the child’s learning both now and in the future. It helps identify children who may need extra support and determines how children are progressing.</li> <li>• Observations also help evaluate the effectiveness of the experiences in helping children learn and achieve their goals.</li> <li>• At Oak Flats Public School Preschool children are observed at least twice per term.</li> <li>• Different observation tools are utilised including: <ul style="list-style-type: none"> <li>• Running records</li> <li>• Milestone Checklists</li> <li>• Learning stories</li> <li>• Jottings</li> <li>• Posts to Kinderloop</li> <li>• Children’s agency</li> <li>• Photos</li> <li>• Video/Audio recordings</li> </ul> </li> </ul>
<p><b>Analysing Learning</b></p>	<ul style="list-style-type: none"> <li>• An analysis of observations collected details what the child is learning and how. It allows the educator to assess the child’s developmental needs, interests, experiences as well as how they participate in the program.</li> </ul>

	<ul style="list-style-type: none"> <li>● It also is a tool to assess the child against the outcomes of the EYLF and educational program.</li> <li>● An analysis of learning is completed for each child once an observation has been taken.</li> <li>● From the analysis of learning, meaningful experiences are planned for the child.</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>● Planning involves identifying the educator's intentions for further learning and development and the experiences that will be provided to promote this learning.</li> <li>● Educators draw on their knowledge of child development and the EYLF to plan meaningful experiences that promote learning. Experiences are based on the understanding that children learn best through play-based activities. Children and families are regularly encouraged to contribute to the planning process.</li> </ul>
<b>Planning Implementation</b>	<ul style="list-style-type: none"> <li>● The program at Oak Flats Public School Preschool is written for a fortnight and includes: <ul style="list-style-type: none"> <li>● Indoor experiences</li> <li>● Outdoor experience</li> <li>● Intentional teaching</li> <li>● Spontaneous learning</li> <li>● Small group activities</li> <li>● Large group activities</li> <li>● Individual activities</li> <li>● Daily routines</li> <li>● Interactions</li> </ul> </li> <li>● The program is developed from children's observations, family input, children's agency, community and/or school activities, special occasions and educator's interests.</li> <li>● It promotes development in all the outcomes of the EYLF and is responsive to changes that may occur in the preschool on a daily basis.</li> <li>● The program is displayed in the preschool foyer.</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>● Reflection of the program guides future planning. Educators reflect on how effective, relevant and meaningful the observations and their analysis, planned activities and teaching methods were.</li> <li>● Daily reflections are noted on the program and in the staff communication and reflection book.</li> <li>● Children are also encouraged to reflect on the daily activities and their voices are written on the program.</li> <li>● Photos and comments are added to Kinderloop which encourages children and their families to reflect on the day.</li> </ul>

## **Remote Learning**

- There may be times when it is necessary for Oak Flats Public School Preschool to provide remote learning for the children in attendance at the center.
- Whilst the delivery is different, the underlying principles and practices of the Observations and Programming policy and procedure remain the same.

### **Communicating with families**

- Kinderloop is the platform Oak Flats Public School Preschool uses to communicate remotely with parents.
- We encourage parents to post on their regular preschool days the learning that their child is completing at home with a photo or comment.
- Educators promptly respond to the families' posts and leave comments.
- Educators post photos, notes or videos at least twice per week. Information about the educators' daily lives and time at preschool without the children is shared as a way of maintaining meaningful relationships with the children.
- Families are phoned if there has been no contact with them for a week. Emergency contacts may be called if attempts to reach the parents fail. Email is also used to communicate with families if requested.

### **Observations and Assessment**

- During remote learning educators rely on families to provide evidence of their child's learning.
- Educators request specific feedback from the families in order to make the evidence meaningful.
- Observations are collected from the videos, photos and comments that the families post and are documented in the observation book and children's agency book in the form of photos and notes.

### **Planning**

- Plans are posted fortnightly on Kinderloop. The plan is designed as a matrix with five columns corresponding to the five outcomes of the EYLF.
- Resources, educational apps and websites are included to assist families.
- The plans are based on the children's interests, strengths and needs.
- The activities are family friendly and require very little if any resources that can't be found in the home.
- There is a mix of individual and small group activities so other family members can participate.

**Record of procedure's review****Date of review and who was involved**

31 July, 2022

Sarah Beesley, Nicole Tate

**Key changes made and reason/s why**

Added additional supervision details as a result of changes to the preschool cohort.

Changed format to align with Department guidelines

Annual update

**Record of communication of significant changes to relevant stakeholders**

Notified Responsible person in charge to review - 01/08/2022

Posted on Kinderloop for parents/carers to review - 24/08/2022

## Oak Flats Public School Preschool

### Schedule for Annual Review

When	What	Specifics
Weekly, fortnightly, monthly	<b>QIP And NQS</b>	<ul style="list-style-type: none"> <li>● Notes on goals achievements updated monthly. Taken from staff meeting discussions and reflections in staff communication book</li> <li>● Goals identified term 1</li> <li>● Strengths updated and added regularly</li> <li>● Self-assessment – 2 quality areas addressed terms 2, 3 &amp; 4, and 1 quality area in term 1</li> <li>● Family survey about service in term 3</li> <li>● Regular reflection from children.</li> </ul>
Annually in Term 1	<b>Philosophy</b>	<ul style="list-style-type: none"> <li>● Input sought from families at enrolment interview and from survey</li> <li>● Input sought from educators, children and whole school staff in term 1</li> <li>● Draft displayed week 5 term 1</li> <li>● Philosophy finalised by end of term 1</li> </ul>
Fortnightly in Preschool stage meeting T1 T2 T3 T4	<b>Local Procedures and Policies</b>	<ul style="list-style-type: none"> <li>● Acceptance and refusal of authorisations</li> <li>● Administration of first aid</li> <li>● Continuous improvement</li> <li>● Dealing with complaints</li> <li>● Dealing with infectious diseases</li> <li>● Dealing with medical conditions in children</li> <li>● Delivery and collection of children</li> <li>● Emergency and evacuations</li> <li>● Enrolment and orientation</li> <li>● Excursions</li> <li>● Observations and Programming</li> <li>● Governance and management of the service</li> <li>● Incident, injury, trauma and illness</li> <li>● Interactions with children</li> <li>● Nutrition, food and beverages and dietary requirements</li> <li>● Payment of fees</li> <li>● Chicken at preschool</li> <li>● Providing a child safe environment</li> <li>● Sleep and rest for children</li> <li>● Staffing</li> <li>● Sun protection</li> <li>● Water safety</li> </ul>
Term 1 weeks 1 & 2  Term 4 weeks 8 & 9 for following year	<b>Health and Safety, Child Wellbeing</b>	<ul style="list-style-type: none"> <li>● Health care plans:</li> <li>● Copies in kitchen, first aid kit, laundry, casual folder, with medication</li> <li>● Risk assessment plans</li> <li>● Communication plans</li> <li>● Service risk assessment plans</li> <li>● IEPs and PLPs as required</li> <li>● Injury, illness and trauma forms</li> <li>● First aid supplies check</li> <li>● Emergency information at every exit</li> </ul>



	<b>Health and Safety, Child Wellbeing</b> continued	<ul style="list-style-type: none"> <li>• Parent/family contact details</li> <li>• Immunisation register</li> <li>• DNP information</li> <li>• Children's details</li> <li>• General permission information</li> <li>• Emergency record book</li> <li>• Cleaning checklist book</li> </ul>
Term 1 weeks 1 & 2	<b>Staffing Arrangements</b>	<ul style="list-style-type: none"> <li>• Induction checklist for new staff</li> <li>• Educational qualifications check (new staff)</li> <li>• Staff roster (term by term – completed by AP)</li> <li>• Staff qualifications/certificates: WWCC verified, First aid certificate, Mandatory Child Protection, CPR and anaphylaxis</li> </ul>
Weekly	<b>Early Years Learning Framework</b>	<ul style="list-style-type: none"> <li>• Review implementation at weekly preschool staff meetings.</li> <li>• Cover 1 learning outcome, principle or practice at each meeting and rotate throughout the year</li> </ul>
Term 1 weeks 1 to 5  Term 4 Weeks 8 & 9 for following year	<b>Preschool Information</b>	<ul style="list-style-type: none"> <li>• Casual folder</li> <li>• Website updated with current information</li> <li>• Philosophy</li> <li>• Preschool handbook</li> <li>• Staff Photos on posters</li> <li>• Daily Routines</li> <li>• Check dates on information posters</li> <li>• Individual profiles on each child including goals and interests</li> <li>• Observation book</li> <li>• Staff critical reflection book</li> <li>• Children's activity checklist book</li> <li>• Sign in/out register</li> </ul>
Term 1 weeks 1 & 2 and as required throughout the year	<b>Risk Assessments</b>	<ul style="list-style-type: none"> <li>• Potential emergency situations</li> <li>• Environment Indoor/outdoor</li> <li>• General Anaphylaxis</li> <li>• General Asthma</li> <li>• Indoor/outdoor maintenance/updates to building, structures or equipment</li> <li>• Incursions into the Primary School</li> <li>• Excursions</li> </ul>