

PRE- SCHOOL PROGRAMME



A specialised school readiness program to prepare your child for school



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Our Program

As your child starts to approach four years of age, we are all faced with the challenging decision of where to enrol them for that all-important Pre-school year.

School readiness has become increasingly important as educational expectations continue to rise. It is our belief that a comprehensive and holistic pre-school program is an essential part of a child's learning journey and transition to school.

At the core of our program is the curriculum. This provides the framework around which all of our learning activities are structured.



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Did you know.....we offer the same pre-school

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program as a stand-alone Kindergarten?

These activities are delivered by fully qualified teachers and educators using specific learning contexts that are designed to maximise learning outcomes.

In addition, our program is supplemented by extracurricular enrichment activities such as excursion and incursions.

Our service is able to provide before and after pre-school care for those parents who work and just cannot meet the restrictive timings of a stand-alone kindergarten. And another bonus is your child will receive nutritious meals throughout the day.

Our aim is to ensure that each and every child that graduates is fully prepared for school. This includes situations families may not think of as preparing children to toilet alone, being able to pack their bag at end of day, have limited supervision in the playground and self-help skills which includes opening the plastic wrap on their sandwich.

We are passionate about this responsibility and have created this booklet as a way of sharing precisely what pre-school means at our service.

Our Curriculum

Our pre-school program curriculum is developed in reference to the Early Years Learning Framework (EYLF), an Australian Government approved framework designed to ensure that children in all early childhood education and care settings receive quality teaching to achieve required learning outcomes.

At the very heart of Early Years Learning Framework is the view that early childhood is a time when exploring notions of “being”, “belonging” and “becoming” are essential to the development of identify, cognitive reasoning and wellbeing.

In the context of school readiness, we also implement the indicators for numeracy and literacy. The indicators assist us to:

- recognise and describe children’s numeracy and literacy understandings and learning
- plan for each child’s numeracy and literacy learning
- monitor and assess each child’s numeracy and literacy learning
- identify children at risk in their numeracy and/or literacy learning
- share and report on observations of children’s numeracy and literacy development
- reflect on and improve pedagogy for numeracy and literacy learning

The indicators recognise that all children come to preschool with numeracy and literacy capabilities, which they demonstrate in their own unique way. They provide significant identifiers of children’s numeracy and literacy learning and development at preschool. The indicators: » describe how a child sees, interacts with and explores their world » identify aspects of numeracy and literacy learning that can be observed in the day to day learning context of a preschool » are interconnected and not sequential. The indicators connect with the Australian Curriculum general capabilities continua for numeracy and literacy. The learning continua in the Australian Curriculum describes the knowledge, skills, behaviours and dispositions that students can reasonably be expected to have developed at different stages of schooling.

More information is available at: » www.australiancurriculum.edu.au »
www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/01/ECA_ACARA_Foundations_Paper_FINAL-web.pdf

Some examples of our curriculum implement the frameworks include but are not limited to the following:

Language and Literacy

Storytelling
Show and tell
Dramatic arts/role play
Communication
Nightly readers
Literacy work books



Mathematical Learning

Numbers and measurement
Shapes and spatial awareness
Patterning, sorting and classifying
Numeracy workbooks

STEM

Science experiments
Technology- use of computer/iPad and interactive whiteboard
Engineering using Lego and other construction
Enquiry and investigation
Collecting and using data

Environment and Sustainability

Caring for the world we live in
Understanding the environment

Family and Community

Diversity
Partnerships and collaboration
Shared decision making



Independence and Responsibility

Caring for self and for others (Empathy)
Contributing to a group constructively
Personal care and hygiene

Social and emotional development

Understanding feelings
Demonstrating self-control
Working with others



School Readiness

Recognising and writing own name
Toileting alone
Packing bag at end of day

Our Learning Contexts

Research shows that children are more likely to learn when they are engaged in an activity.

“Play-based learning is a context for learning through which children organise and make sense of their social worlds, as they actively engage with people, objects and representations” (EYLF, 2009, p.46).

Play-based learning context encourages a range of positive developmental outcomes such as personality expression, individuality, relationship development, curiosity and creativity as well as developing a sense of overall esteem and wellbeing.

A variety of different techniques are used by our teacher to promote these developmental outcomes. Some of these techniques include daily schedule of

indoor and outdoor activities, regular adult-and-child and child-and-adult interactions in a formal and informal educational setting and exposure to multiple creative activities such as arts, movement and music.

Our Teacher and Educator

The quality of our program is a direct result of not only the environments in which our program is set but also the quality of the teaching and educational team.

Our teacher, Chantelle , is Bachelor Qualified in Early Childhood and Dubravka, qualified in child care are responsible for integrating the requirements of the Early Years learning Framework into our learning contexts to ensure that your child's learning outcomes are achieved.

Some of the day to day tasks that they will perform with your child include:

- Promote language and cognitive development.
- Plan and teach a play-based curriculum with structure included.
- Observe children to evaluate and record progress.
- Assist with personal hygiene.
- Promote health and safety concepts.
- Encourage empathy, cooperation and respect.
- Encourage and promote positive attitudes towards learning.

In addition, our team undergo regular professional and teaching development programs to ensure that practices are consistent with industry best practice. Our teacher and educator are both professional and passionate, key attributes required when caring for children. Between them they have over 45 year's experience at our service alone.

Advantages of pre-school at our service

- Nutritious meals provided
- High quality resources and technology (Interactive screen)
- Flexible start and finish times
- Open 52 weeks of the year
- Seamless transition from three to four-year-old room
- Program taught in same centre as younger siblings
- Care available right up until your child starts school

What happens next?

- Speak with Tanya for any additional information you may need about the specifics of the pre-school curriculum and program.
- Arrange a tour of the pre-school room and asks questions about the transition process from pre-kindy to pre-school including ensuring consistency of practices and staff cultures.

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A specialised pre-school program is recommended for all children

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turning four in the year prior to attending ‘big school’



Please see Tanya in the office or call 84459869 or email at woodvillednk@bigpond.com