



Educational Programming and Transition to School Policy

Aim:

To ensure that the educational program and practice at MCEEC is based on an approved learning framework, underpinned by critical reflections, observations, careful planning and partnership with families.

To ensure the smooth transition for children and families from the centre to school

To ensure the educational leader guides and supports educators in the planning and delivery of their programs

To ensure the environments foster learning and engagement in challenging and stimulating experiences

Legislative Requirements / Sources:

The Early Years Learning Framework for Australia: Belonging, Being and Becoming.

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011, Regulation 73, 74, 75 and 76

National Quality Standard- QA 1-Educational Program and Practice and QA5 –Relationships with children

Implementation:

Our service philosophy underpins the implementation of the EYLF and curriculum decisions. Our emphasis is on play based learning as we recognise the importance of this for the development of the whole child.

Our program meets the EYLF outcomes and National Quality Standards.

We use Floor/ project book programming in each room which allows educators, families and children to write and draw in the program, maximising the involvement of all involved in the development of the program. We also provide a daily photo slide show in each room.

Information is gathered by educators using the programming cycle:

1. Observation
2. Interpretation
3. Opportunities./ Possibilities
4. Implementation
5. Evaluation

Educators use a range of jottings, checklists, work samples, language samples, behaviour samples, video and voice recordings to collect information on each child's learning and development.

Programming records are kept in accordance with Regulations 2011 and stored and accessed as required adhering to our confidentiality policy.

Each educator has the responsibility to contribute to children's records, daily program and programming file and other room documentation in the minimum 2 hours non-contact time per week pro rata.

Educators have an important role in extending and facilitating each child's play and development and this is evident in the daily observations, individual observations that are emailed out to families, documentation in the centre and daily interactions between educators and children.

Families are invited to create joint goals for their children at the start of each year, provide feedback on the program, individual observations and come into the centre to share hobbies, attend excursions and give occupation talks. Our families are also encouraged to make a time to meet with their child's educator if they have concerns and educators also request meetings with families if they need to share concerns and provide solutions.

Each room is purpose built and caters for each of the 3 age groups. The rooms are set up to facilitate open ended play in learning centres which provide a balance of passive, active, quiet and loud play allowing children to play in large and small groups as well as spontaneous and intentional teaching taking place in both indoor and outdoor environments. The reserve next to the centre is utilised as a learning space also.

The Educational leader guides the development and implementation of the program in the centre. The Educational leader receives 2 hours a week non-contact time to research, visit other centres, mentor, check observations, room programming and prepare for meetings.

Our preschool program runs a 'Transition to school' time of an afternoon each day that aims to support children preparing for school the following year. It includes activities and experiences that involve listening, concentrating, completing set tasks and being able to self-regulate their emotions and behaviour. We also implement a 'You can do it' program focusing on developing children's confidence, persistence, ability to get along with others, be organised and resilient.

We provide the opportunity for families to meet with their child's focus teacher/ educator for a meeting regarding their child's progress in being school ready for the following year.

We have a strong connection with our local school, Maryland Public school and our Coinda children attend health hustle, library visits and other special events.

We hold a school readiness evening each year, inviting local kindergarten teachers and principals to attend. This is to support our families in their decisions regarding which school to enrol their child into and the expectations of the school for their child to be school ready.

Review:

This policy is available in other languages upon request.

This policy is the intellectual policy of Maryland Care & Early Education and is created with consultation of staff and families attending the Service.

Reviewed: June 2018

Next review: June 2020