

Programming and documentation – preschool procedure table

National Quality Standard Education and Care Services National Law and National Regulations	Associated department policy, procedure or guideline	Reference document(s) and/or advice from a recognised authority
NQS: 1.1, 1.2, 1.3 Law Section: 168 Regulations: 73, 74, 75, 76	Leading and operating department preschool guidelines Curriculum planning and programming, assessing and reporting to parents K-12 policy	Early Years Learning Framework ACECQA information sheets: <ul style="list-style-type: none"> • Guidelines for documenting children's learning [PDF 133 KB] • Developing a culture of learning through reflective practice [PDF 1,507 KB] • Supporting agency: involving children in decision-making [PDF 1,154 KB] • Be part of reconciliation [PDF 829 KB]

Responsibilities

School principal	<p>The principal as nominated supervisor, educational leader and responsible person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> • the preschool is compliant with legislative standards related to this procedure at all times
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	<ul style="list-style-type: none"> 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. <p>These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.</p>
Preschool supervisor	<p>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 could include:</p> <ul style="list-style-type: none"> analysing complaints, incidents or issues and the implications for updates to this procedure reflecting on how this procedure is informed by stakeholder feedback and relevant expert 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.
Preschool teacher(s) and educator(s)	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <ul style="list-style-type: none"> all staff in the preschool and daily practices comply with this procedure this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers they are actively involved in the review of this procedure, as required, or at least annually details of this procedure's review are documented.

Procedure

Introduction	<ul style="list-style-type: none"> • This procedure will ensure preschool educators are producing the best program and documentation to ensure children are receiving a quality education. • The preschool's educational program is aligned with the five learning outcomes of the EYLF, to program for each child to work towards. (element 1.1.1 and <u>Regulation 73</u>) • Assessment and planning cycles for individuals and groups are developed and implemented (element 1.3.1). • The preschool program aligns with the preschool philosophy and current research to ensure it reflects staff and community values and how children learn best.
Information collected about children's learning	<p>Information about children is collected to guide planning, maximise learning opportunities and ensure children's progress towards the outcomes of the EYLF.</p> <ul style="list-style-type: none"> • Observations, samples of works and photos are collected, analysed and reflected upon to inform future planning. • All preschool educators are involved in the collection of observations. This ensures all staff understand each child and play a part in future planning. • Staff look at portfolios with children to review their learning and take into consideration their thoughts and opinions.
Analysis of learning and assessment	<p>The information collected about children includes assessment of children's developmental needs, interests, experiences and participation. It also includes children's progress against the outcomes of the EYLF (Regulation 74).</p>

	<ul style="list-style-type: none"> Information is collected ongoingly, and all educators contribute to analysing. Observations are recorded as group projects or small group/individual learning stories in children's portfolios. Short observations may also be recorded in the daily program. The jottings book shows observations towards individual learning goals of children. All observations are analysed and inform future planning. A summative assessment is undertaken half-yearly and yearly in the half-yearly summative assessment and the end of year transition statement.
Planning	<p>Planning for the educational program contributes to the five learning outcomes of the EYLF for each child (Regulation 73) and considers individual differences including each child's current knowledge, developmental needs, culture and experiences (element 1.1.2 and Law Section 168).</p> <ul style="list-style-type: none"> During the parent positive start meeting at the beginning of the year, families with children help set the child's starting goal to work on. During the half-yearly interviews, parents again have the opportunity to review the current goal and set a new one. Families have the opportunity to contribute to the program by talking to staff and by writing in the family section of the daily program. All programming aligns with EYLF outcomes Family feedback and suggestions are discussed in daily reflection meetings and incorporated into future planning. The daily planning sheet consists of <ul style="list-style-type: none"> planned experiences experiences to target individual learning goals family voice section

	<ul style="list-style-type: none"> ○ child voice section ○ spontaneous experience ○ reflection <ul style="list-style-type: none"> • Not all spontaneous experiences and child's voices can be recorded, so staff choose ones of significance for that child to document • Children's individual goals are displayed at the front of the jottings book and in the individual learning goals section of the daily program
Implementation	<p>The pedagogical practices of the EYLF inform the implementation of preschool programs.</p> <ul style="list-style-type: none"> • The preschool uses a range of approaches to learning and teaching, including play-based learning, intentional teaching, investigations, projects. • Preschool educators are responsive to children through open questioning, scaffolding, prompts, encouragement, sustained shared thinking. • Educators aim to balance adult directed and initiated play and learning with child directed and initiated play and learning. • Children have choice in play experiences that cater to different interest and abilities. Educators look for opportunities to provide children with agency for their own learning. • Significant spontaneous or child-initiated teaching moments are recorded in their relevant section in the daily program. • Educators take on roles as role models or play participants scaffolding children's learning
Reflection/ evaluation	Evaluation

	<ul style="list-style-type: none"> Educators ongoingly evaluate experiences individually and by talking to each child. They further evaluate experiences together at their end of day reflection meeting. While not every discussion can be documented, significant observations are documented and evaluated at the end of the day and during teacher RFF. <p>Critical reflection</p> <ul style="list-style-type: none"> Critical reflection occurs at end of day reflection meetings, network meetings, staff development days and executive meetings. All educators reflect critically, individually and collaboratively Theories, current literature or outside sources are often reflected on and incorporated into practices to ensure the best quality program is delivered to preschoolers. Educators do an in-depth critical reflection yearly on the Early Childhood Australia Code of Ethics during a series of end of day preschool reflection meetings.
Communication with families	<p>Information about the contents of the educational program is displayed and accessible to families (element 1.3.3 and Regulation 75).</p> <ul style="list-style-type: none"> The daily program folder is displayed for everyone to view in the parent information foyer. Families are provided with information about the educational program in relation to their child, and their child's participation (element 1.3.3 and Regulation 76). Families receive information about their child's learning through the daily program, daily journal, newsletters, individual portfolios, summative half yearly assessment, half yearly interview, and transition to school statement. Educators may also discuss children's progress during drop off and pick up times. Families are encouraged to book in extra meetings with preschool as needed.



Record of procedure's review

Date of review	17/12/23
Who was involved	preschool team, whole school staff team, children, and families
Key changes made and reason why	New procedure made in accordance with the DOE preschool handbook guideline.
Record of communication of significant changes to relevant stakeholders	<p>Principal: participated in review, handed updated copy</p> <p>Staff: participated in review, updated copy in staffroom policy folder</p> <p>Parents: participated in review, updated copy on website</p> <p>Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.</p>

Copy and paste the last 4 rows to the bottom of the table each time a new review is completed.