

TINTINARA PRESCHOOL – Flow chart of evidence for meeting the National Quality Standards

Transition to Preschool

- ✦ A pre-enrolment form is sent to prospective families
- ✦ Preschool/Playgroup combined Christmas Party
- ✦ Preschool/Playgroup combined Learning Experiences
- ✦ Transition to Preschool Program

Enrolment Package

- ✦ EYS – Preschool Enrolment Form
- ✦ Tintinara Preschool Enrolment Information Package
- ✦ Tintinara Preschool Handbook
- ✦ Family Questionnaire
- ✦ Health Care Plans – as required
- ✦ Enter info to Early Years System
- ✦ Info then handed to School Front Office to be entered into EDSAS

Child and Family

- ✦ Transition to Preschool Program – end of Term 4 the year prior to starting, approx. 4 visits
- ✦ Information sharing with families – formal meetings
- ✦ Informal Parent Chats
- ✦ Gather info from other agencies – e.g. reports, physiologists, speech pathologist, WCH. Child Care Developmental Checklist (end of First Term of enrolment)
- ✦ Individual Learning Plan – initial one
- ✦ Pre-School Support Referral, if needed
- ✦ Support services
- ✦ Child and Youth Health Nurse Prior to school Health Checks

Learning Portfolios

- ✦ 'About this folder' Info Sheet
- ✦ EYLF Overview
- ✦ Tintinara Preschool Skills & abilities info sheet
- ✦ Our Philosophy
- ✦ Drawing Page – every term
- ✦ Developmental Checklist (Terms 1 and 3)
- ✦ Family Questionnaire
- ✦ Individual Learning Plans – every term
- ✦ Photo Page – each term
- ✦ Parent/ Teacher Comment Page – each term
- ✦ Who am I? (Terms 1 & 3)
- ✦ Outcomes – evidence of learning every term
- ✦ Summative Reports & Child Interview
- ✦ Children's additions – every term
- ✦ Parent/Teacher Interviews Checklist & Comments (Terms 1 & 3)

Capturing evidence of learning

- ✦ Photos
- ✦ video
- ✦ Children's work with EYLF outcomes
- ✦ Displays
- ✦ Newsletters
- ✦ Observations
- ✦ RRR – tools
- ✦ Reports from other agencies
- ✦ Assessments
- ✦ Parent conversations and feedback
- ✦ Surveys
- ✦ Thinking and talking pages
- ✦ Student Voice embedded in the program
- ✦ Collaborative partnerships with families and communities embedded in the program

Communication with families

- ✦ Parent /teacher interviews – formal (Terms 1 & 3)
- ✦ Informal chats
- ✦ Notes via Message Folder & Communication Book
- ✦ Newsletters preschool and school
- ✦ Displays
- ✦ Email
- ✦ Telephone calls/Text Messages
- ✦ Feedback Box
- ✦ Information sheets
- ✦ Parent Info Display Board
- ✦ NQF Display
- ✦ EYLF Display

Transition to Reception

- ✦ Transition to Reception Program
- ✦ Collaborative Learning with the Receptions
- ✦ NEP meetings and/or conversations with families as required
- ✦ Summative Report and ILP sharing
- ✦ Parent Chats formal and informal
- ✦ Reception & Preschool Teachers' conversations
- ✦ Graduation celebration ☺



Learning Outcomes

(Ref: EYLF pg. 19)

- ✦ Children have a strong sense of identity
- ✦ Children are connected with and contribute to their world
- ✦ Children have a strong sense of wellbeing
- ✦ Children are confident and involved learners
- ✦ Children are effective communicators

Practice

(Ref: EYLF pg. 14)

- ✦ Holistic approaches
- ✦ Responsiveness to children
- ✦ Learning through play
- ✦ Intentional teaching
- ✦ Learning environments
- ✦ Cultural competence
- ✦ Continuity of learning and transitions
- ✦ Assessments for learning

Pedagogy

(Ref EYLF pg. 11)

- ✦ Professional knowledge and skills, knowledge of children, families, communities
- ✦ Theories about Early Childhood
 - ✦ Developmental – change over time
 - ✦ Socio-cultural – central role of families and cultural groups
 - ✦ Socio-behaviourist – role of experience in shaping behaviour
 - ✦ Critical challenge assumptions
 - ✦ Post-structuralist insight into power, equity, social justice in early childhood
- ✦ 5 Principles
 - ✦ Secure respectful and reciprocal relationships
 - ✦ Partnership
 - ✦ High expectations
 - ✦ Respect for diversity
 - ✦ Ongoing learning and reflective practice
- ✦ Play-based learning children organise and make sense of their social world, as they engage actively with people objects and representations
- ✦ Learning Dispositions – tendencies to respond in characteristic ways – optimistic outlook