

Lismore South Public School Preschool - Ngulliboo Jarjums

Observation and Educational Programming Procedure

Reviewed: 15th February 2021 Next Review: February 2022



Education and care services regulation/s	NSW Department of Education policy, procedure or guidelines	DoE Preschool Guidelines	School policy or procedure, where applicable
National Law Sections 323, 168 Regulation 168(2)(h) 73 , 74 , 75 , 76 , 254	The following department policies and relevant documents can be accessed from the preschool section of the department's website ; <ul style="list-style-type: none"> • Belonging, Being & Becoming: The Early Years Learning Framework for Australia 	Program standard 1.1 p.25-28 Practice standard 1.2 p. 29-32 Assessment & planning cycle p.33- 36	

At Lismore South Public School Preschool - Ngulliboo Jarjums, educators utilise The Early Years Learning Framework for Australia (EYLF) to guide the development of the educational program and ensure it supports each child's learning and development outcomes.

At Lismore South Public School Preschool – Ngulliboo Jarjums educators use the following observation and planning cycle to guide and support educators to provide learning experiences that meet the needs and interests of the children.

Engagement Phase: Observing and collecting information, Analysing learning

- Children are actively engaged in the core curriculum and project work.
- They are encouraged to make choices, request resources and are given time to revisit, repeat, consolidate, master and extend their learning.
- Educators make jottings about children's learning, engagement, conversations and interests.
- Jottings are recorded about children's engagement in the program.

Each week educators observe their focus children in the Preschool and make jottings in their observation and planning book/sheet. At the end of the day/week, educators reflect on children's learning and identify individual or small groups of children that were engaged in meaningful learning experiences. The educators then move the children into the observation stage.

Observation Phase: Planning

- Children are closely observed by educators, jottings are recorded in an "Observations and Planning Sheet" in a folder. Each educator has their own folder to use.
- An individual observation tracking sheet is commenced when planning for individual children.

- Each educator has their own focus children on a list with all children's names, however educators will record information when engaging with all children and pass on information when required.

The educators look at where the child is at in their learning and what are they working towards. Educators talk to the child and find out more about their knowledge, about their interests and what they would like to know more about. Parents are informed about their child's interest and provided with opportunities to add any information on a topic or interest. Educators have conversations with families and jot information on a parent input note. This is to gain information from the families to enhance their child's preschool experiences. Educators refer to the Early Years Learning Framework and analyse the development of each child.

Implementation Phase: Implementing

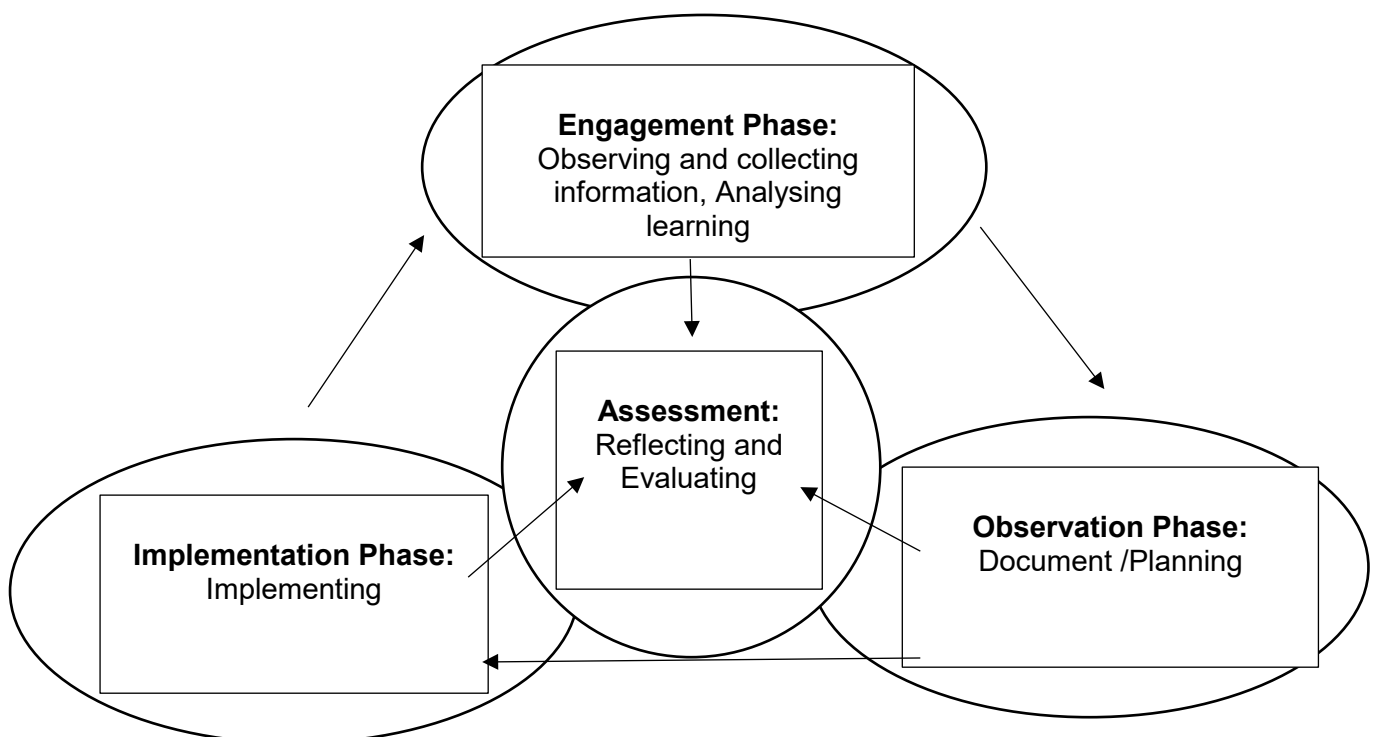
- Educators implement learning experiences with play provocations into the core curriculum.
- Educator engage children in project work through provocations and intentional teaching.

Educators plan an appropriate learning experience for a child or children to engage in. Educators may set up a provocation, specifically teach (intentional teaching) a child through a planned experience and collect documentation for a child's learning journey (learning story, photos, parent input notes, letters, work samples, other feedback).

Assessment: Reflecting and Evaluating

- Assessments can occur at any time during these phases.
- A learning story will be created and may include samples of a child's work, photos or speech.

An Individual Observation Tracking sheet will be completed, a learning story may be written, uploaded and printed using "Storypark", an Early Learning Documentation App. Storypark records all completed learning stories and outcomes achieved by children. Outcomes are recorded on Storypark and each term educators track the progress of each child on an "Individual Outcomes Tracking Sheet" to ensure all children's learning is monitored and recorded.



Our Preschool operates for 40 weeks each year with most children attending a 5 day fortnight. Our hours of operation are from 9am till 3pm.

Educators will follow the observation and planning cycle for 30 weeks. The cycle will begin in Term 1 Week 5 (allowing time in the first 4 weeks of Term 1 for educators to support children, build relationships and get to know them at the beginning of each year). The cycle will finish at the end of Week 5 in Term 4 (allowing time in the last 5 weeks for the preschool children to 'complete' preschool and finalise their learning journeys, as they prepare for Kindergarten).

Educators will record children who have moved through the observation cycle on a class register located in the kitchen. They will ensure that children are not overlooked and that learning objectives are made for each child. Each educator will be responsible for tracking each of their focus children.

In Week 2 of Terms 2, 3 and 4, educators will identify children who have not been through the planning cycle and target these children as a focus for programming in the observation and planning cycle.

Over the Preschool year, there will be 3 x 10 week cycles. Each child will be a point of focus at least once in each cycle, with intentional teaching and learning objectives planned for them. This means each child is focused on three times during the year (minimum). This procedure means educators can be flexible and also have time to document for other learning that is planned (i.e. on-going projects, whole class events / experiences, developmental milestones) or any learning which occurs spontaneously.

Each time a child moves into the 'observation phase', a discussion with family members will occur, based on educators' observations, prior to planning for the individual child. Educators may decide, however, that parents have recently provided child centred information during family interviews or informal conversations. In these cases educators would verbally communicate their objectives for the child, to parents.

Learning objectives will be planned for via the 'core curriculum' or 'project work'. Evaluation of the learning objective will be documented via educators' observations of the child's engagement with the planned play provocations / provisions. A learning story will be created during the process and added to the child's learning journal and their file.

Educators evaluate and reflect on what worked well and where improvements can be made, to ensure each child's learning experience and opportunities were effective.

Educational Program

Lismore South Public School Preschool - Ngulliboo Jarjums program template is used to plan for children's interests as individuals and as groups. The educators refer to observations and children's interests, family input and other activities which may occur within the whole school.

The Early Years Learning Framework is used as the basis for planning and each outcome is documented on the program template. Each week the following opportunities are provided:

- Planned experiences and intentional teaching
- Provisions provided to extend on children's interests (based on observations)
- Project work
- Parent input and family contribution
- Changes to routine or special events (preschool, whole school and community events)
- Provocations set up inside and outside based on interests
- Health and wellbeing (fundamental movement skills, interests, health topics, games, obstacle course focus and fine motor skill practise)
- Social skills
- Child protection and safety knowledge and strategies
- Whole group intentional teaching (literacy, numeracy, song, dance)
- Documented spontaneous experiences children were involved in throughout the day

- Future planning based on observations and conversations between educators and children (educators discuss their ideas and add them to the program).
- Evaluation and reflection on the program.

Our Daily Routine

Lismore South Public School Preschool - Ngulliboo Jarjums has developed a daily routine to ensure children have time inside and outside for uninterrupted play. Educators engage with children and support them in their play. Educators know when to support children and when they may need to continue observing.

Our daily routines are flexible and the educators are aware of the children's needs. For example if children are engaged in an activity and are cooperating with each other during play, we wait until there is a pause in the play, before we ask the children to pack away.

We are spontaneous in our approach to children and flexible with the program based on the children's interests and participation in an activity.

We discuss children's interest and levels of participation. If they seem uninterested we change provocations and programming when required. This can be recorded on the program reflections.

At the end of each day educators upload photos via Class Dojo, to our Preschool class story, for all parents to view.



Days: Thursday/Friday

Week: 1/2/3/4/5/6/7/8/9/10/11

Term: 1/2/3/4 Date: _____



Goannas Weekly Program



Safety Checks Completed

Thurs Fri

Planned experiences and intentional teaching

Whole group and small group Intentional Teaching

Literacy (Learning outcomes 1.3 & 5)

Time:

Whole group story:

Focus	Activity	Provocations

Numeracy (Learning outcomes 1.3 & 5)

Focus	Activity	Provocations

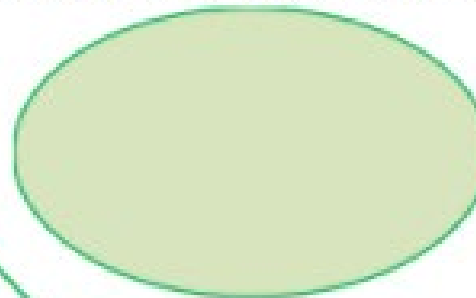
Health & Wellbeing

FMS	Health Topic	Song	Obstacle course Focus	Fire Water

Project Work

Future planning

Celebrations/Special Events & Changes to routine



Evaluation and Reflective Practice

Reflect - what worked well?

What came up? / Feedback / Progress?

Connection to DfU, Principles and Proof text?

Spontaneous experiences that occurred throughout the day

Parents/family comments/contributions

Comments and suggestions can be placed in our suggestion box or emailed.

Provisions to extend children's interests (based on observations)

Name	Interest	Planned Activity	Provocations	✓

Days: Monday/Tuesday

Week: 1/2/3/4/5/6/7/8/9/10/11

Term: 1/2/3/4 Date: _____



Echidnas Weekly Program



Safety check completed

Mon Tues

Planned experiences and intentional teaching

Whole group and small group Intentional Teaching

Literacy (Learning outcomes 1,3 & 5) Time:

Whole group story:

Focus	Activity	Provocations

Numeracy (Learning outcomes 1,3 & 5)

Focus	Activity	Provocations

Health & Wellbeing

FOCUS	Health Topic	Genre	Obstacle course focus	Fine Motor

Project Work

Future planning

Celebrations/Special Events & Changes to routine

Evaluation and Reflective Practice

Reflect - what worked well?

Where can we repeat/revise/improve?

Connection to EYLF, Principles and Practices

Spontaneous experiences that occurred throughout the day

Parent/family comments/contributions

Comments and suggestions can be placed in our suggestion box or emailed

Provisions to extend children's interests (based on observations)

Name	Interest	Planned Activity	Provocations	✓

Ngulliboo Jarjums - SMALL GROUP PLAN - INTENTIONAL TEACHING PLAN LITERACY & NUMERACY

Term: 1 2 3 4 Week: 1 2 3 4 5 6 7 8 9 10 11 YEAR: 2020

LITERACY (15 min SESSION)

Rich Text	Rich Text blurb:	Literacy Focus	Questions & Provocations	Activity to follow 2 nd Read	Evaluation

NUMERACY (15 min SESSION)

Numeracy Focus	Numeracy Objective	Provocations & Questions	Activity	Conclusion	Where to next?	Evaluation