

Griffith East Preschool Inc.

Children Learning Through Play

Our history, Our story, Our future...



PRESCHOOL TIMES

Operating Hours: 8:00am to 4:45pm Monday to Friday

Children's Hours: 8:15am to 4:30pm Monday to Friday



**GRIFFITH EAST
PRESCHOOL**
Children learning through play

CONTACT DETAILS

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Find us on Facebook: @GriffithEastPreschoolInc

ENROLMENT APPLICATIONS

Applications to enrol your child can be made in person, via email or through our website.

Priority is for children the year before school.



2016 CURRENT STAFF

Nominated Supervisor (Director)

Suzy Tucker – ECT Dip. Teaching

Administration

Heather Bartter

Educational Leader

Suzy Tucker

Team Leaders

Belinda Grandi – ECT Bach Teaching

Hannah Violi – ECT Bach Education

Anne Mills – ECT Bach Teaching

Alyssa Chant – ECT Bach Teaching

Outdoor Co-ordinator

Julie Vitucci – Diploma Children's Services

Early Program

Bev Dellafranca – Cert III Children's Services

Charmaine Hannon – Cert III Children's Services

Anna Agostini – Cert III Children's Services

Desma Catanzariti – Cert III Children's Services

Late Program

Jorja Hannon – Diploma (Early Childhood)

Nikki Ross – Diploma (Early Childhood)

Caroline Seymour – Diploma Children's Services

Other Educators

Laura Rinaldo – Diploma (Early Childhood)

Eliza Serafin – Cert III Children's Services

Carmen Favaro – Cert III (Early Childhood)

Cleaner

Teresa Whitfield

OUR HISTORY

1976 Griffith East Preschool Inc. commenced operation in 1976, offering preschool services to young children in the local area with the goal of preparing these children socially, cognitively and physically for future school attendance.

At this early stage the centre was a two unit service operating from 9:15am – 3:15pm for the Preschool session. One unit operated full time and the second unit was part time. Full day and half day sessions were available. The license was granted for forty children at any one time and there were two staff in each classroom.

1997 In 1997, the service changed the Preschool session time to 9am – 3pm and introduced Extended Hours Care. Families who needed to drop children off earlier and stay later could do so from 8:45am – 3:30pm. By this stage we also had both units operating full time and were offering full day sessions of one or two days.

Eventually, because our licensed hours were 8am – 4pm, we increased the Extended Hours program to allow children to be in attendance from 8:15am – 3:45pm as needed. The Preschool session remained at 9am – 3pm and families have been able to choose from one, two or three day attendances. One day being predominantly for three year olds.

2008 In June 2008, our licensed number was increased to fifty. This allowed us to cater for more children if needed and we were able to offer a more flexible program delivery, also offering casual attendance as needed. Encouraged by the then Department of Community Services (DoCS), management and staff commenced investigations into building a third classroom.

2010 June 2010 saw the successful application for funding granted by the Preschool Growth Program. By the end of 2010, we had secured a builder and commenced building and renovation of our centre to include a third classroom, new laundry, cleaners room, staff office, bigger staffroom, storeroom and increased floor space in one existing classroom.

2011 By May 2011, we commenced our first class in the new 'Potoroo' room and had our licensed number increased to sixty children per day. New classes operated for three days a week in this room in 2011.

2012 The three classrooms – Bilby's, Quokka's and Potoroo's were all operating on a full time basis. We have three staff in each room at all times that children are present. There are 19 staff all together, comprising 3 Early Childhood Teachers (1 being the Nominated Supervisor working full time in the office), 4 Diploma trained, 8 Cert III trained, 2 school-based trainees, 1 full time Office Administrator and 1 cleaner.

2013 This year we are taking Extended Hours in the afternoon until 5:15pm. There will be two educators designated to co-ordinating afternoon tea and a program/routine of activities.

Our Nominated Supervisor works 10am – 5:30pm so that ratio's and required qualifications are correct while children are in the service. We had three school-based trainees.

Extended Hours changed half way through 2013, due to inadequate numbers of children staying until 5:15pm. The service operated until 4:30pm and staffing was adjusted accordingly.

2014 There was a high need for groups catering for the year before school – seven groups of either 2 or 3 day sessions (approx 130 4-5 year olds). We could only cater for two groups of 3 year olds. There was a big focus on improving our outdoor environment during the year, including fencing etc. Educators also adopted DEC's new initiative – Transition to School Statement.

2015 Due to a big number of children going to school this year, we have been able to offer more 3 year old positions and groups: 2 x Monday, 1 x Thursday. We are also offering an under 3's group on Fridays – these children are 2 years old but will turn 3 during 2015. The staff:child ratio is higher for this age group, being 1:5. We have 5 educators with 19 children at this stage.

OUR STORY – WHAT WE BELIEVE

STATEMENT OF PHILOSOPHY

Griffith East Preschool Inc.'s philosophy emphasizes the importance of promoting, supporting and implementing child-initiated, play-orientated and educator-guided early childhood curriculum/programs. In addition, we believe this approach should be negotiated between and also relevant to children, educators, families and the community.

Children and Learning

We view children as powerful, capable and active learners and explorers who acquire knowledge and skills in their early years, which form the foundation for their future learning. Additionally, children's learning is enhanced through a collaborative and communicative process and should be recognized as being both individually and socially constructed. Therefore, children's social and cultural contexts and the interactions, language experiences within them influence their learning. Children also learn when they are interested, motivated and actively involved in the direction of their own learning. Therefore, we believe children learn potentially through play-based experiences that provide opportunities to refine and extend upon their interests, concepts, ideas and existing knowledge and skills. Furthermore, children are unique individuals that learn and progress across all areas of development in individual and diverse ways and paces. Consequently, when a child's uniqueness and individuality is accepted and respected they develop a positive self-esteem and self-image and feel respected and valued in a secure environment. This is when

children learn most effectively as how they perceive themselves can affect their confidence, motivation and their overall ability to learn and grow into contributing members of society.

Curriculum Delivery

The promotion of children's learning and well-being, in early childhood services is directly linked to the successful design and development of appropriate early childhood curriculum/programs. Early Childhood Educators at Griffith East Preschool believe that we have an important responsibility to provide individualised programs, plans and experiences that respond to children's unique needs and levels of development.

Ideally, appropriate curriculum for children should be child-initiated, play-oriented and educator-guided with educators committed to:

- Supporting children's interests, ideas and questions as impetus for experiences and extended projects;
- Offering relevant and meaningful open-ended play opportunities that encourage choice, exploration, experimentation and imagination;



- Identifying and using opportunities that emerge to link children's play and interests to educational learning outcomes associated with areas of development (as per the EARLY YEARS LEARNING FRAMEWORK 2009). Provide appropriate assistance and support that children require to extend upon their existing abilities and skills, by creating opportunities for them to share knowledge and meaning through interaction and communication with adults and peers.
- Supporting the continuity of learning between preschool and other educational settings by sharing relevant information, and preparing children for transitions through both structured and open ended experiences

Working with Families/ Partnerships/ Secure, Respectful and Reciprocal Relationships

Consequently, to provide successful child-initiated and developmentally appropriate plans and programs, educators need to gain accurate understanding of children and their unique needs. In respect to this educators should work together with others involved in children's learning to negotiate the direction of the program. Plans should therefore acknowledge, explore and extend children's interests, ideas and abilities, consider the expectations and values of families and the community and reflect the values, experiences and beliefs of educators. Educators need also to acknowledge and value our own Indigenous heritage and that of the wider community – locally, nationally and internationally and incorporate these values and knowledge into our programs. Consequently, this requires educators establishing positive, respectful relationships with children and families, based on communication and meaningful interactions.

Ongoing Learning and Reflective Practice

Additionally, educators should observe and document children's play and involvement in the program to assist in the evaluation and further planning of children's progressive learning and development. Finally, the quality and effectiveness of programs and teaching strategies and practices are reflective of the professional growth and development of educators. Therefore educators should engage in lifelong learning, continuous critical self-reflection of their practices and professionalism and commit to growing and evolving both personally and professionally through self- directed learning.

Griffith East Preschool Inc. is committed to supporting educators to achieve professional development through ongoing learning in current Early Childhood theories and practices...

December 2015



WHAT DO THE CHILDREN DO?

Programming is based around the nationally recognised document – **Belonging, Being and Becoming: The Early Years Learning Framework for Australia** (2009). This document recognises and focuses on child-initiated and PLAY based activities. PLAY is the primary means of learning during the early childhood years. PLAY has a high degree of self-motivation and spontaneity and offers opportunities for acquiring and practising social, language, physical and intellectual skills.

What are we going to do?

By recognising and supporting children's interests, educators can link play to educational outcomes that are achieved in relevant and naturally occurring situations and activities.

By implementing PLAY based programs, we will be encouraging diversity, valuing innovation, creativity and individuality and assisting children to become co-operative learners in small and large groups.

Children will be encouraged to plan and discuss possible projects and work together to research and share their knowledge and skills.

We will help children learn skills for life, not only as preparation for school.

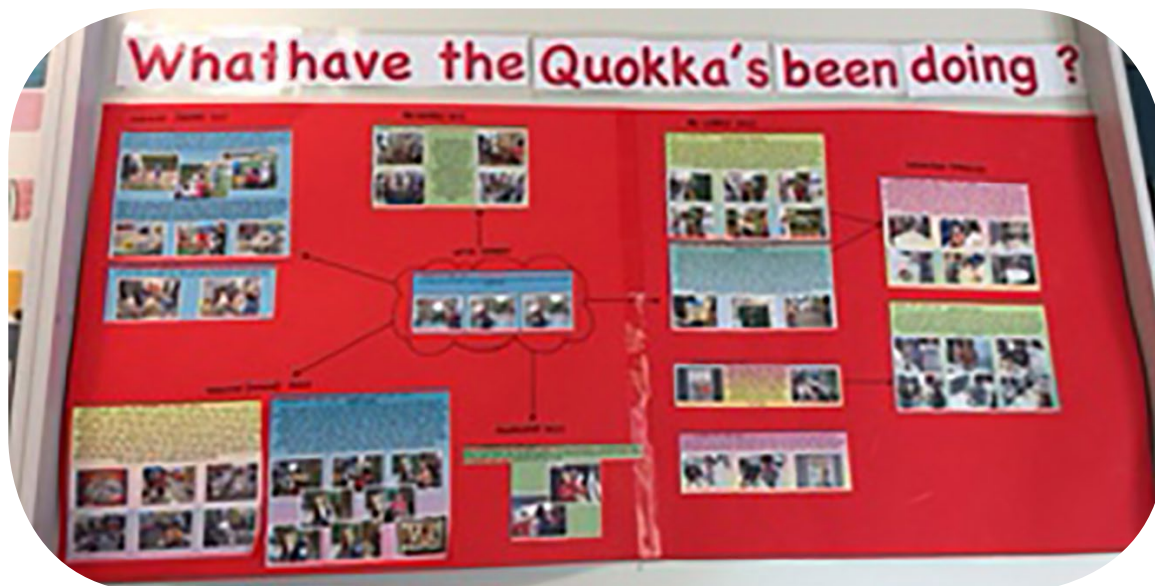
Educators will develop programs that encourage diversity, value innovation, creativity and individuality, assisting children to become co-operative learners in small and large groups. Children will be encouraged to plan and discuss possible projects and work together to research and share their knowledge and skills.



How will it be done?

- Educator qualifications, knowledge, experience and dedication along with the overall preschool environment and quality child staff interactions will make it possible to enable the implementation of a quality play based program.
- Each TEAM will develop its own program, based on the group and individuals needs and interests. This is done before, during and after sessions. Children may at times be directly involved in programming or setting up – from suggestions or requests that they have made.





- Educators all have input to the OUTDOOR planning. Provisions and activities will also be drawn from children's interests and needs. A 'roster' has been organised so that one educator from each room, each week, plans an activity based around children's interests and needs.
- Input into planning is linked to observations of children and groups as well as information we gather from families. All staff are involved in setting up and implementing activities and areas of interest.

Evaluation

- Programs and plans reflect children's and families interests and needs. It is stimulating and engaging and enhances children's learning and development.
- Educator's pedagogical practices are soundly based on current research and reflected in the service statement of philosophy.
- Observations of development and progress are promoted across the five learning outcome areas (EYLF)
- An ongoing cycle of planning, documenting and evaluating children's learning underpins the educational program and involves educators in critically thinking about what is offered and why.



CHILDREN HAVE A SAY IN THEIR OWN LEARNING

Children's interests are communicated through their own creations. Creative expression is varied – traditionally through the arts (painting, drawing, making, play dough etc); blocks and construction; imaginative play; structured games; outdoor play; nature and the list goes on...





INDOOR PLAY (LEARNING)

Indoor environments support all aspects of children's learning and invite conversations between children, early childhood educators, families and the broader community. They promote opportunities for sustained shared thinking and collaborative learning.

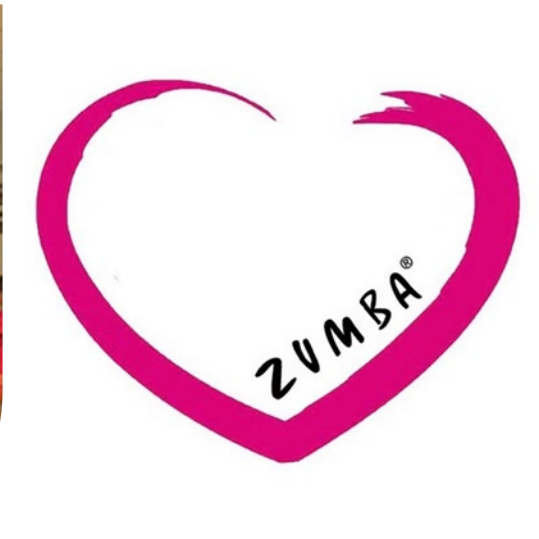




OUTDOOR PLAY (LEARNING)

Outdoor learning spaces are a feature of Australian learning environments. They offer a vast array of possibilities not available indoors. Play spaces with a natural environment invite open-ended interactions, spontaneity, risk taking, exploration, discovery and connection with nature.





COMMUNITY

This means being involved in our own Preschool community and that of the broader community that we live in. Community is about caring and sharing, giving and receiving, exploring and discovering...





CULTURAL CONNECTIONS

Learning about our world and our place in it helps us to feel connected. When we are aware of our own and others cultures we become more understanding and tolerant.





SUSTAINABILITY AND HEALTHY LIFESTYLES

Early Childhood services are places to learn about self, others and the world. We can foster children's capacity to understand and respect the natural environment and the inter-dependence between people, plants, animals and the land.



BELONGING, BEING & BECOMING:

The Early Years Learning Framework for Australia

AIMS

- To extend and enrich children's learning from birth to five years and through the transition to school.
- That children experience quality teaching and learning.
- Has an emphasis on play based learning and recognises the importance of communication and language (including literacy and numeracy) and social and emotional development.
- Educators work in partnership with families, children's first and most influential educators.

PLAY

BASED LEARNING

A context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations.

LEARNING OUTCOME

A skill, knowledge or disposition that educators can actively promote in early childhood settings, in collaboration with children and families.

CURRICULUM

In the Early childhood setting curriculum means 'all interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development'.
(adapted from Te Whariki)

PEDAGOGY

Early Childhood educators' professional practice, especially those aspects that involve building and nurturing relationships, curriculum decision-making, teaching and learning.

INTENTIONAL TEACHING

Involves educators being deliberate, purposeful and thoughtful in their decisions and action. Intentional teaching is the opposite of teaching by rote or continuing with traditions simply because things have 'always' been done that way.

5 LEARNING OUTCOMES

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

THE NATIONAL QUALITY STANDARD

Is a national benchmark for the quality of education and care services.

Services are assessed against seven Quality Areas:

1. Educational Program and Practice
2. Children's Health & Safety
3. Physical Environment
4. Staffing Arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and Service Management

GRIFFITH EAST PRESCHOOL'S RATING

RATED

EXCEEDING

NATIONAL QUALITY STANDARD





GRIFFITH EAST PRESCHOOL

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