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Flying Fox Mobile Preschool

Flying Fox Preschool Educational Program

This is a picture of the daily program developed by educators at Wingham Preschool. We ask you to take the time to look at the program that is located near the children's attendance records.

The program includes:

Provocations, Invitations to learn.

Educators list the key activities/intentional teaching moments that are planned to support children to learn and develop new skills. These activities meet the needs and interests of children to achieve EYLF learning outcomes. These activities complement the ongoing, long term activities

Community Connections, Special Events & Family Input.

This area includes how the learning program relates to community and family as we work in partnership with you in your child's education. **Educators value your input** and you can share information with educators to add to the program or you can write comments yourself

Group Time Intentional Teaching

The listed activities are presented in a whole group experience and covers all learning outcomes. The learning mediums used are stories, pictures, singing, dancing, movement, drama, role play, fingerplays, food preparation, STEM activities/experiments - science, technology, engineering and mathematics.

Illustrations

Photographs illustrate the learning and development that occurs daily. These photographs can be used to document individual learning and added to children's portfolios.

Reflections

This area summarises:

- educator analysis and assessment of children's learning and development
- evaluating the success of the educational program prepared to meet children's needs, interests and all learning outcomes

Educators collaborate and learn from each other to further develop their skills, to improve practice and relationships.

Further learning, goals, links, extensions.

This area is where educators show how children's interests, experiences and the learning / development that occurred informs the planned follow up / extension activities. Educators document the link between children's individual interests and

Children's Voices

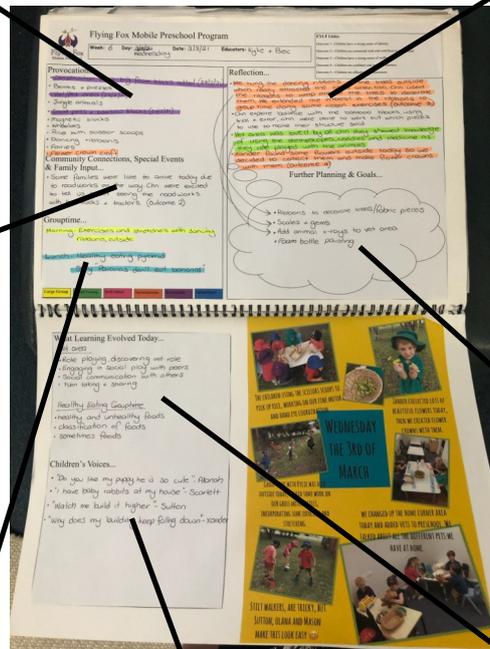
This area provides a direct link to children's ideas and input through their voices. Children have many conversations with educators and this is where we can document some of those moments. Educators uses children's voices to program and plan further learning.

What learning occurred

This area is where educators show how experiences provide opportunities for children to learn through a play and enquiry based program. Educators provide information about different skills, ideas and learning that children gain from opportunities.

The Planning Cycle

A diagram illustrating the process of planning and programming is in your child's portfolio. Please talk to educators if you have any questions. More information will be provided in newsletters throughout the year.



We invite you look at the program, ask questions, add ideas and be part of your child's education.
We value your input!

The role of the Educational Leader

The Educational Leader has an influential role in inspiring, motivating, affirming and also challenging or extending the practice and pedagogy of educators. It is a joint endeavour involving inquiry and reflection, which can significantly impact on the important work educators do with children and families.

The role of Educational Leader at Wingham Preschool/ Flying Fox Prechool is shared by a committee of Early Childhood Teachers including - Donna Stirrup, Di Macpherson, Alison Hopkins and Kylie Saville. As part of continuous improvement, the educational leader team implements strategies that are needed to improve the educational program in the preschool. Strategies include:

- Leading and being part of reflective discussions about practice and implementing the learning framework,
- Mentoring other educators by leading quality practice,
- Discussing routines and how to make them more effective learning experiences,
- Observing children and educator interactions, and making suggestions on how to improve interactions and intentional teaching,
- Talking to parents about the educational program,
- Working with other early childhood professionals such as child health nurses and early childhood intervention specialists,
- Considering how the program can be linked to the community by working with other community services and groups such as Aboriginal Elders,
- Establishing systems across the service to ensure there is continuity of learning when children change room or attend other services, and then in their transition to school,
- assisting with documenting children's learning and how these assessments can inform curriculum decision making.

Your child's Portfolio

Bec, Prue, Melinda and I (Kylie) would like to explain that we have been completing items to add to your child's portfolio. The portfolio is an ongoing project that educators and your child will be working on all year. Art, craft work, photographs, photocopies, learning stories, excursion or show summaries, anything created that is 'special' will be placed in your child's portfolio which will be presented to you at the end of your child's time at Flying Fox Preschool. You are welcome to look at the portfolio with your child at any time after their work has been placed in the folders at the end of this month. Your child then has the opportunity to share with you the activities they have completed during their time at preschool. Art and craft may not come home each day, but often it will be added to their portfolio or added to classroom displays. Please speak to Educators if you would like to see your child's portfolio.

We have received a lot of positive feedback from parents and families with their child's portfolio over previous years. If you would like to add items from home to your child's portfolio, you are welcome, eg. photographs of your family, new baby, grandparents, holidays, etc. All of these things would be interesting to your child and their friends, and can be discussed with the class at 'news time'. Your contribution to your child's learning is invaluable. If you would like to talk about your child's portfolio or have ideas, please share your ideas with the educators.

Emergency Evacuation and Lockdown practice:

The children and staff have been practising the Emergency Evacuation Procedure/Fire Drill and Lockdown Procedure during week five of term. The children practise moving safely outside with teachers after hearing the 'whistle sound', and:

- 1) meet at the designated Emergency Evacuation Point, or
- 2) indoors on the group time mat in the event of a Lockdown Procedure.

You may hear your child talking about a fire or emergency at preschool, please understand that the educators discussed the possibility of a fire at preschool and educators explain that "we are pretending there is a fire or emergency" for the evacuation drill or lockdown practice. The practice of how to act in the event of an emergency is required to keep everyone safe in the event of an emergency.

The evacuation/lockdown plan and procedure, next to the exit doors at each venue. Educators ask you to become familiar with the emergency evacuations and lockdown plan and procedure in case of an emergency. The evacuation and lockdown procedures are evaluated and recorded each term and an emergency risk assessment is updated annually to meet the 'National Quality Standard'.

Last day of preschool for term 1 — Thursday 1st April

First day of preschool for term 2 — Tuesday 20th April

Children's Language Development.

Flying Fox Preschool educators understand the importance of language skills. Research shows that speech and language competence in early childhood can influence school literacy achievements.

Language and literacy skills provide children with freedom. Children use communication to engage with new experiences, form friendships and convey their wants, needs and ideas. Communication improves their ability to learn and supports life-long participation in society. Children learn skills progressively. Oral language skills gained during early childhood include knowing the meaning and sounds of words and the grammatical structure of sentences. These skills are required before children can learn to read and write in primary school. Word recognition depends on knowing pronunciation, and text can only be understood if the word meanings are known. Children with speech and language concerns face greater challenges developing and improving literacy.

Flying Fox Preschool educators adopt the principles of the latest research — that preschool aged children best develop reading and writing skills through child-driven, play-based, authentic and individualised experiences with print. On the back of this newsletter is an outline of how you can identify language concerns. If you have any questions or concerns about your child's language or speech skills then please talk to an educator. We can complete a referral form for Community Health which is a free service or provide you with contact details of speech therapists in the area. A speech therapist can meet with you and your child and provide you with activities and ideas of how you can help support your child's language and communication skills. Early detection of concerns and speech therapy has significant positive benefits. The time you invest to support the development of your child's communication and language skills in Early Childhood, will have significant benefits for your child's future development, including benefits for your child's literacy achievements in Primary School.

Thinking and Learning - EYLF learning outcomes;

Flying Fox Preschool develop educational programs using the EYLF framework.

Two objectives from outcome 4 - 'Children are confident and involved learners' include the following:

- Children develop dispositions for learning such as curiosity, co-operation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching, and investigating.

At Flying Fox Preschool, educators are including the following activities in their educational program. These activities help children think, learn and develop their fine motor skills (small hand muscles), social, emotional and language skills.

In term one, educators have planned activities to develop:

- hand manipulation, by making shapes with play dough, focusing on using fingers to make shapes. Various shapes, rolling pins, plastic scissors etc. all support children to develop muscles in their hands,
- threading straws, patty pans, coloured paper with a hole punched in the paper and thread with a firm end,
- constructing items using small equipment eg. lego, clever sticks, peg boards, tap taps, sewing etc.
- collage and painting using small items and brushes/cotton buds, using eye droppers to paint,
- jigsaw puzzles or games/activities requiring manipulation of large and small shapes or items,
- fastening items, dressing including zippers, buttons, dressing dolls, press studs, etc.
- turning on taps, putting together nuts and bolts, screwing lids on jars, using cutlery,
- water play activities with pouring and measuring and careful manipulation of objects and much, much more.....

If you would like to make play-dough at home for your children to use to develop fine motor skills and creative skills, then the recipe is outlined below.

Ingredients:

- 2 tbsps vegetable oil
- 2 cups of plain flour
- 1 cup salt
- 4 tbsps cream of tartar
- 2 cups of boiling water
- colour

Place all ingredients (except water) in a large bowl. Add water immediately after it has boiled and stir mixture continuously until it is a firm - cooked play dough consistency. Store in cling wrap or an air tight container in the refrigerator.



Preschool AGM Monday the 22nd of March at 9.15am. Held at Wingham Preschool. Everyone welcome.

IDENTIFYING LANGUAGE CONCERNS

Amanda Simon, a speech pathologist who has 25 years' experience and works with children in Sydney, identifies red flags that may suggest a child needs additional support with communication development.



9-12 MONTHS

- ▶ Poor use of eye contact to communicate and share experiences.
- ▶ Does not appear to listen when spoken to. Child may be unresponsive when their name is called.
- ▶ Little or absent use of joint attention - the child does not look at an object they are interested in and then towards another person, to indicate and share their interest.
- ▶ Little use of babble and no specific sounds used (e.g. ba-ba, da-da).

12-18 MONTHS

- ▶ Does not try to copy physical actions (e.g. clapping).
- ▶ Does not follow simple directions (e.g. "get your shoes").
- ▶ Does not use any true words consistently. Roughly, children should have at least 10 meaningful words by 18 months.
- ▶ Does not show interest or respond to simple directions when looking at books (e.g. "show me the duck").
- ▶ Has limited play skills (e.g. mouths or throws toys rather than using toys for their intended use).

2 YEARS

- ▶ Cannot point to common body parts when asked.
- ▶ Cannot answer simple questions (e.g. "what does a dog say?").
- ▶ Cannot follow two related directions (e.g. "get your shoes and your bag").
- ▶ Does not use at least 50 words regularly.
- ▶ Does not combine words into two-word phrases.
- ▶ Does not use the sounds m, p, b, w, n, d or t correctly when talking.

3 YEARS

- ▶ Cannot answer simple questions and have a short conversation.
- ▶ Repeats back a question or direction rather than responding to it.
- ▶ Does not show a clear understanding of early concepts (e.g. big/little, primary colours).
- ▶ Cannot use four or five words in a sentence.
- ▶ Cannot name many common objects, animals and actions.

4 YEARS

- ▶ Does not ask questions.
- ▶ Does not answer questions about the present, a recent event, or a story they have just heard.
- ▶ Cannot follow directions with prepositions (e.g. 'in', 'on', 'under', 'behind').
- ▶ Cannot use grammatical components of language (e.g. plurals, pronouns).
- ▶ Child's speech is not easily understood by strangers.

5 YEARS

- ▶ Does not understand preschool language concepts (e.g. common colours, words for describing size).
- ▶ Frequently appears to have difficulty following directions.
- ▶ Cannot have a reasonably well-developed conversation about a topic that interests them.
- ▶ Cannot join their sentences together with words (e.g. 'and', 'because', 'after').
- ▶ Cannot talk in grammatically correct sentences, although some parts of grammar are still difficult for many children at this age.
- ▶ Cannot tell a simple story with a beginning, middle and end.