

WEST BATHURST PRESCHOOL NEWSLETTER

August 2015

Thank you to all of our wonderful families and staff that supported the preschool Cake Stall at the Hockey Complex. The cake stall raised over \$1000 for the preschool and will be put towards our next outdoor upgrade project.

The children will be involved in many excursions, special events, fundraising and performances during the rest of Term 3. The preschool has posted all of these dates and events on our website and families can stay up to date with events, newsletters and posts at; www.westbathurstpreschool.nsw.edu.au

Please find an article on Language and Literacy at West Bathurst Preschool attached to this newsletter. Many families often enquire about how children learn in a play environment. Margo McDaid, one of the preschool's teachers has written this article to highlight the literacy and language that children are learning in their everyday experiences at preschool. If anyone would like to speak with their classroom teacher about their child's learning, please feel free to make an appointment at any time.

Thank you to those families that have returned their 2016 re-enrolment forms. These forms are due back at preschool by Friday 21 August and can be returned to your classroom teacher, Vanessa or Sueann.

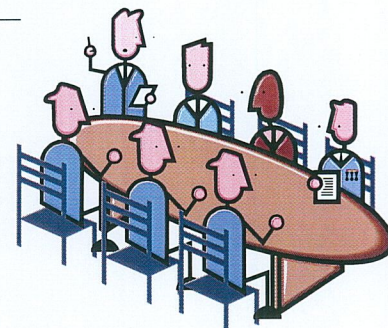
I have also attached a copy of the preschool's philosophy to this newsletter. Quite a while ago now, the preschool surveyed families to find out what they liked about preschool and how we could improve. Many discussions occurred with staff and committee members and the result is the updated service philosophy attached. Thank you to everyone for their input and feedback.

Vanessa Miller

Director

COMMITTEE CORNER

The next General Meeting
will be held on:



Thursday 20 August 2015

All meetings are held at West Bathurst Preschool at 7pm and all families are welcome to attend.

DATES TO REMEMBER



- *Committee Meeting*
Tuesday 20 August 2015 at 7pm
Everyone welcome
- *2016 re-enrolment forms due back to preschool*
Friday 21 August 2015
Please return to your classroom teacher, Vanessa or Sueann
- *Preschool Book Fair*
Monday 24 August- Friday 28 August 2015
- *Term 3 ends*
Friday 18 September 2015
- *Term 4 begins*
Tuesday 6 October 2015

Language and Literacy at West Bathurst Pre-school.....

Language is incorporated into play in our daily program. The value of sharing stories and stories with children is recognised by all educators. Children learn the language of books and how books “work”. E.g. Front to back, right up.

Children become aware of text in books. They begin to recognise familiar words and then words. Educators draw the children's attention to letters and the sounds they make. Children often draw comparisons to the sounds of their names and other familiar words. We play games involving sounds in words and rhyming words. Lots of our songs involve rhyming words and words with matching sounds.

Children are exposed to written words through games, name cards, labels, signs, charts and signs around the room.

Educators write stories about children's drawings and paintings.

Children with pictures allow children to make up their own stories and retell stories from the book. Sharing beautiful and interesting books inspires a love of literacy and a desire to learn to read.



Language is a valuable feature of our daily interactions with children at pre-school. Children are encouraged to express their ideas through language. Educators listen, reflect and scaffold new language as they interact with children during play. Scaffolding involves listening to children's words, reflecting what the children have said and building on this language by providing examples. Our environment aims to inspire children to describe different experiences. (For example, an amazing “dinosaur land” involves lots of new vocabulary, sharing of knowledge and roleplaying .) Children are encouraged to ask questions, tell their stories, express their needs and wants, share their wonder, and “chat” with their friends. Social interactions are valued as children experiment with new words in their play. Dramatic play allows children to role play, using language. Group times involve sharing of ideas and learning new words.

Learning to Write My Name..... Name writing is encouraged and seen as a positive experience for children. We believe children will develop this skill when they are ready. We know all children develop at different rates. We accept and reinforce any attempts they make. It is not essential that children write their names before entering primary school. Keeping fine motor experiences fun and playful is important. When children are ready for name writing, using a capital and then lower case letters is encouraged.

West Bathurst Pre-school, we follow the Early Years Learning Framework..... Framework forms the foundation for ensuring that children in all early childhood education and care settings experience quality teaching and learning. It has a specific emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy)” EYLF

Writing skills are developed at pre-school by the use of fine motor skills in all areas of the program. Children develop strong fingers and hands through drawing, construction, sorting, playdough, lego, dramatic play and other experiences. It is also important for children to have strong core muscles to sit and write at a table. We provide lots of opportunities for children to draw and develop writing skills. Writing materials are provided in different areas, such as “writing a shopping list”, “ Post Office”, “doctor's clipboard”, or “ making books.” It is important for children to know that writing has a function and to learn in a meaningful context.

WEST BATHURST PRESCHOOL

PHILOSOPHY

West Bathurst Preschool aims to embrace the vision *Belonging, Being and Becoming* as stated in the Early Years Learning Framework (EYLF) 2009. It aims to acknowledge children's interdependence with others, the ability to make connections, and to be an effective member of their family and broader community. It recognises the significance of the here and now in children's lives and it aims to positively enhance each child's ability to develop a strong sense of self, to promote development and learning, and to participate fully and actively in society.

We believe:

- the child is capable, curious, competent, active, creative and resourceful;
- the child is a powerful contributor to his / her own learning;
- learning is an active process where each child is encouraged to make his / her own choices and decisions;
- the child is a social being, able to develop an awareness of self, and as a contributing member of a group;
- individual children may have different styles of learning;
- children learn best when they are curious and eager, and motivated to learn;
- early learning is particularly important, as it lays the foundation for all future learning;
- a supportive environment can assist each child to develop lifelong confidence, competence and resilience.

West Bathurst Preschool aims to adhere to the five *Principles* of the EYLF that reflect contemporary theory and research:

- **Secure, respectful and reciprocal relationships**
- **Partnerships between educators and families**
- **High expectations and equity**
- **Respect for diversity**
- **Ongoing professional learning and reflective practice**

We acknowledge:

- the family as the primary caregiver;
- each family is unique and diverse in many ways;
- each child has the right to develop a sense of pride and belonging to their family and culture;
- our relationship with the family is based on mutual respect, trust and empathy;
- strong partnerships between the preschool, the family, and the community promote the best outcomes for children's development and sense of belonging;
- each family has the right, and is encouraged to be involved in the community of the preschool, and in the learning decisions made for their child;
- flexibility in service delivery is an important factor in meeting the changing needs of the family and the community.

At West Bathurst Preschool we derive our *Practice* from the five principles listed above. Our practice aims to promote children's learning by:

- **Adopting holistic approaches involving the mind, body and spirit**
- **Being responsive to children**

- **Planning and implementing for learning through play**
- **Intentional teaching**
- **Creating learning environments that promote learning, curiosity and self expression**
- **Promoting cultural competence**
- **Continuity of learning and transitions**
- **Assessing and monitoring children's learning in order to achieve specified outcomes**

We aim:

- to promote play as a fundamental aspect of the early childhood experience;
- to allow children to direct their own learning through play;
- for professional adults to be fellow learners and facilitators of intentional teaching during play, in order to promote learning across all developmental areas;
- to provide a learning environment, both indoors and outdoors, rich in possibilities, where unexpected outcomes are valued as much as expected outcomes;
- to provide an environment and meaningful experiences that inspires creativity and exploration, and where the natural world is respected and enjoyed;
- to provide a curriculum based upon the interests of the child, captured from the talk of the child, and reflected in our observations of the child;
- to assess each child's learning and development in order to plan effectively for current and future learning, and to communicate with parents;
- to use assessment as a tool to understand barriers to learning, and to identify children who may need additional support;
- for each child to develop a spirit of cooperation, of care, and of responsibility towards themselves and to others.

West Bathurst Preschool aims to meet five broad and observable *Outcomes* that capture the integrated and complex learning and development of children:

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

Our role is:

- to collaborate with our colleagues and our families to design an authentic, relevant and meaningful learning environment that reflects and broadens children's interests and capabilities;
- to foster connections between the preschool, home and the community through respectful relationships and authentic documentation of children's learning;
- to identify the interests and strengths of children, in order to be able to extend and challenge them;
- to provide a positive role model, interact with children in a caring and encouraging manner, and support their decisions about their own learning;
- to assess the effectiveness of our learning opportunities, and to reflect on our own pedagogy;
- to be respectful to other members of our early childhood team, recognising that each person has their own strengths and abilities;
- to continually reflect on our own teaching and learning, and to engage in meaningful dialogue with our colleagues, in order to deepen and enhance the experience and learning environments we provide for children;
- to be an advocate for all children everywhere, and promote the value of early childhood education in the interests of our community and society as a whole.