

# Children going places



# Jasmine PRESCHOOL

## Program Guide

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Jasmine Preschool acknowledges the Australian Aboriginal and Torres Strait Islander peoples of this nation.  
We acknowledge the Darug people, the traditional custodians of the lands where we conduct our business.  
We pay our respects to their ancestors and Elders, past and present.  
Our preschool is committed to honouring Australian Aboriginal and Torres Strait Islander peoples' unique cultural and spiritual relationships to the land, waters and seas and their rich contribution to society.



# Welcome

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Thank you for choosing Jasmine Preschool for your child's first steps in Quality care and education.

Your children are entering into their first stage in preparing for formal education, and in this we see our role as building on the developmental foundations that come from you, their parents, and reinforcing them with the skills and concepts that they will take to school and equip them for life.

Our homely, welcoming environment provides the canvass. We are friendly and not pretentious. We are passionate about wellbeing and huge advocates for advancing your child's confidence and development. In fact, outside of your family, our educators will be your child's number one fan.

That's what you can expect and this guide is about informing you; framing what we do, and how we work with your children as they grow and develop.

We look forward to welcoming your family to our preschool, supporting your child's learning and development, and sharing in loads of memorable moments along the way.

**Bonnie and Andrew Junor**  
Owners and Approved Provider

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## "I am big and strong"

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We are all different and our children are very much individuals, growing and learning in different ways and with different strengths.

Recognising this individuality underpins everything we do; for children, being respected, known and encouraged for who "I am" strengthens confidence, resilience and self belief in walking tall and daring to do what we imagine throughout our lives.

These early years are critically important for this and it is this that drives us; a belief that we contribute to each child's sense of worth which will stick with them and influence their path in the long term.

"In the first five years of life, your child's brain develops more and faster than at any other time in his life. Your child's early experiences – the things he sees, hears, touches, smells and tastes – stimulate his brain, creating millions of connections. This is when the foundations for learning, health and behaviour throughout life are laid down."

Source: [www.raisingchildren.net.au](http://www.raisingchildren.net.au)

You are the primary influencer in how this takes shape and you have entrusted us to support you in holistically building up your little one. Thank you for the privilege.



## “Why am I here?”

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Everything we do is aimed at creating an environment for your child to engage their potential and to grow in confidence through knowledge and understanding.

Our Statement of Philosophy is framed in our beliefs, and our beliefs guide our approach. These are based on Christian principles, engaging with our whole community and respecting the richness that diversity can bring.

In relation to Children we believe:

- That children are active seekers of knowledge with a natural curiosity to learn.
- That children can expect to be encouraged, guided, respected and valued at all times.
- That play is the basis to which all learning takes place.
- In respecting and valuing the voices of all children.
- That children are all individuals who bring a unique set of cultures, languages, skills, ideas and attitudes to the learning environment.
- That our environment must be flexible, healthy, safe and secure.
- That all children have a contribution to make in the centre, with their peers and to their world.

In relation to Families we believe:

- That families are the primary care givers and the most important people in a child's life.
- No one knows and understands a child better than their parent.
- That our role is to partner with families to assist children reach their full potential.
- That the needs and expectations of all families will vary.
- Families are welcome in the centre at all times to visit and/or participate in the program, utilising their strengths and talents.
- We can create opportunities for families to connect as a community.
- Communication is paramount and needs to be regular and effective.
- That professional advice, resources and support can be offered to parents.

In relation to our Team we believe:

- That our staff are the most important asset to our business. If they are happy then the children are happy and this creates a wonderful learning and caring environment.
- That they need to be treated with respect and their contribution valued.
- That staff bring with them their own set of talents, experience and ideas that can be utilised for the benefit of all.
- That cooperation, teamwork, confidentiality and professionalism must be maintained at all times.
- Regular team meetings, training and development are vital in ensuring staff are well informed with current issues and practice.
- All staff are equipped to deal with an emergency situation.

In relation to our Program we believe:

- That the interests of the children provide a natural guide to how we direct the activities of the preschool.
- That by providing a structured yet flexible program the children can feel supported and encouraged to confidently express themselves within the boundaries of a safe and nurturing environment.

## “What will I do?”

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We group children according to their capacity as they grow. We have all developed basically along the same path, but just at different rates. It's just our strength's and maturity that influence where we are up to on that journey and therefore what group best supports us.

Accordingly, the focus on what your child will do in each group is different.

### Caterpillars Room Goals (0-2years)

- Feel safe and secure through relationships
- Value routine which supports home practices
- Develop self help skills (holding bottle or utensils)
- Joining in group activities
- Communicating their needs and wants with words

### Butterflies Room Goals (2-4year)

- Establishing a sound sense of belonging
- Using language to express themselves
- Engaging as a member of a group
- Developing self help skills (toileting, dressing and belongings)
- Developing fine motor skills (pencil grip, cutting)
- Respecting others
- Engaging in pre-reading and pre-writing activities
- Developing empathy

### Bees Room Goals (4-5years)

- Enhance self help and independence.
- Making choices and decision making
- Promote self control and regulation
- Developing fundamental literacy and numeracy skills
- Growing confidence ready for school
- Follow instructions
- Sees technology as a tool
- Enhance fine and gross motor skills
- Become socially aware
- Confront challenging activities
- Persist in the face of difficulty
- Encourage meaningful friendships
- Promote a sense of self



## "My Day"

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Our days are organised around routines. Routines are important to build confidence, helping your child to feel safe, know what's going on and what they do next.

Each element of their day has purpose, and while the routine of each room may vary, they all have a familiarity that helps them when they do change rooms.

We link each of these activities through transitions. The transition will often be a song, a gesture or some other familiar thing that signals to everyone to stop and listen for instructions about what's to happen next.

### "Landing Zone"

Our day starts early and it can take some time for everyone to arrive. During this time our goal here is that everyone is feeling settled into activities, supporting a successful start to the day.

For some children this may be a purely social time, for others there will be a range of activities they can choose to do on their own or with friends; drawing, playdough, puzzles and block building are the type of choices that will be set up and available. Different zones across the room are set up with open ended materials, encouraging interaction and imaginative play.

The main thing is that your child will have a choice to explore whatever they like to try that makes them feel comfortable. Educators guide and support them, assisting them with developing skills and transitioning them from one activity to another too so that no one feels left out.

### "Coming Together"

This is an important time for settling down as a class after the busy hub-bub of arrivals, greeting friends and saying goodbyes. It's a time of preparation for what's going to happen in the day. Songs are sung, news shared and children are encouraged to talk about the things they are interested in.

Encouraging social and literacy skills are often the focus here; sitting still, listening to one another and taking part in discussion are all very much part of our morning Coming Together.

### "Intentional Teaching"

Our program is based on using what is of interest to the children as a theme for more formal lessons.

Our time for Intentional teaching explores that theme in a way that engages with a targeted learning area; such as maths, literacy, social, science and the arts.

This is a quite structured part of the day where an activity really works on building an understanding of a concept or skill.

We also make time for Community Events and cultural celebrations as part of our intentional teaching. This is important to give children a sense of our community and the diversity that fits within it. It's also an opportunity for family involvement too, which we welcome.





### "Tucker Time"

For the younger group in particular, meal times are incredibly important for building dexterity and exploring tastes and textures that may be unfamiliar to them. The complexity of steering a spoon into a little mouth, often attests to the importance of practicing fine motor skills. On occasions your child will be encouraged to serve themselves and practice self help skills.

For the older group this is a far more a social affair; with plenty of time for banter and reflection. They often still need to be reminded to eat, but in each room we keep track of what your child has eaten and record it so you know what they have had.

There is always lots of food and choice is available. You will likely be amazed to hear that your child is eating lots of things that they wouldn't have tried at home. Between breakfast, morning tea, lunch, afternoon tea and a late afternoon snack no-one should ever go hungry

In all rooms educators will sit and take part in meal times, talking about the importance of trying different things, nutrition, and hygiene practices as well as taking time to listen to the things that the children are talking about and engage with them in conversation. It's certainly not a time for just eating.

### "Rest Time"

A busy morning requires some recharge time, and putting aside time for rest is really important. It teaches children to be able to self-regulate and develop the capacity to quiet themselves.

For some, they switch off like a light. For others, a quiet rest does the trick.

### "Outdoor Classroom"

The outdoors is well and truly a classroom with so much to do, think about and be active in. They are natural gardens and lawns, designed for activity, exploration, and enduring the relentless patter of little feet.

Science and maths concepts feature strongly outside, particularly around the sandpit, water play and gardens. Life cycles, gravity, veggies and any number of other things are explored together.

Here too, activities are often run concurrently and your child is able to choose from a variety including painting, group and imaginative play.

We have always preferred to provide challenging play spaces rather than those bound in cotton wool. It is important for children to run, jump, balance and fall in their gross motor development. They are always supervised in this, and the reward for your child in physically succeeding is priceless for their self confidence.



## "I just want to play"

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Our program is intentionally play-based, following the Early Years Learning Framework (EYLF). Under EYLF, things that the children are interested in provides the canvas on which learning takes place.

Through a variety of play based and fun activities we build up each child's awareness of numeracy, literacy, arts and science concepts as well as the social frameworks of friendship, respect, health, hygiene and diversity. As a result, they develop confidence and resources for happiness and resilience that will stand by them throughout their life.

Once we identify the idea that the children are interested in, this is developed and extended upon or will often morph into other idea. An idea may last a day or continue to develop over weeks; starting with bugs, we move to life cycles, which moves to seasons, moves to weather. For while ever the children are interested in it we will continue to work with the idea to engage them in different learning concepts.

You can contribute to our program too. Guiding your child in selecting interesting "news" (rather than bringing in a favourite doll or match box car) is really helpful to get conversations going among the children.

There are certainly intentional aspects of our programming too; your cultural background, language and traditions are warmly embraced for incorporation into our program. Also, preparing your child for changes at home (new siblings, moving, holidays) can also be supported here at preschool. If you have a special skill – like music or a language – that you would like to share among the children, it is sure to be appreciated.

The following is a simple example of how a simple item of "news" could be used to teach different concepts.

**Jessie brings in a caterpillar for news.**

Of all the news items everyone has brought in today, this one has really got the most discussion among the children. Educators then plan their day, using the caterpillar as the subject, but with a clear view on what learning concept or combination they intend to focus upon.

**Literacy Concepts:**

Reading "Big Hungry Caterpillar". Naming their Caterpillar and using words to describe it and its personality.

**Maths Concepts**

Time frames for the life cycle – counting and sequencing

**Social Studies Concepts**

Caring for the caterpillar – healthy eating and things we need

**Arts Concepts:**

Looking at different types of caterpillars and patterns – playdough models, movement

**Science Concepts**

Life cycle, different types and habitats



## What's an "EYLF"?

The Early Years Learning Framework (EYLF) was the first learning framework endorsed by the Federal Government for early childhood education back in 2009. It sets out principles, practices and Learning Outcomes ("L.O") to support educators in curriculum decision making and to extend on an enrich children's learning particularly from the most crucial time Birth to 5 Years.

EYLF Principles	EYLF Practice	EYLF Learning Outcomes (L.O)
Principle 1: Secure, reciprocal and respectful relationships Principle 2: Partnerships Principle 3: High expectations and equity Principle 4: Respect for diversity Principle 5 Ongoing learning and reflective practice	Holistic approaches Responsiveness to children Learning through play Intentional teaching Learning Environments Cultural competency Continuity of learning and transitions Assessment of learning	L.O 1: Children have a strong sense of identity L.O 2: Children are connected with and contribute to their world L.O 3: Children have a strong sense of wellbeing L.O 4: Children are confident and involved learners L.O 5: Children are effective communicators

We bring EYLF into the activities we do every day and you will see references to it when you read Observations on your child and what they have been up to. Within each Learning Outcome (L.O) there are a bunch of sub areas. It's a pretty comprehensive approach for keeping track of each child's development.

When you read something written about an activity your child was involved in you will see references to the particular Learning Outcome that was observed. The full list of learning outcomes and sub-areas can be found at: <https://www.education.gov.au/early-years-learning-framework-0> or by googling "EYLF Learning Outcomes".

Over the course of the year we map each child's progress against these sub areas. This guides us to focus on particular activities that encourage the development of skills in areas which he/she may not be so strong in.

This process of ongoing reflection enables us to really know and monitor the progress of your child. They certainly aren't just another fish in the tank; but are known for who they are and how they are progressing.

Sometimes it also helps flag potential progress issues or possible developmental delays and we will discuss any concerns with you as getting expert assistance early can give the best outcome.



## "Big Enough for Big School"

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From the day a child enters preschool they are preparing for "Big School". This is because there is so much to this area; emotional and social maturity, in addition to the more the traditional academic aptitudes.

School readiness means lots of things to different people, and it's pretty important for you to know what it means to us. It is also really important to recognise that children don't all develop at the same rate and emotional maturity can be just as important as anything else.

We believe that equipping children with skills for self-management is fundamentally important to making a successful transition to the structure of a school environment. This includes things like tying shoe laces, opening lunch boxes, toileting and hygiene, and taking responsibility for their things must underpin their confidence.

As we approach the middle of a child's last year at preschool we start to bring more structure to the day, encouraging them to concentrate for longer periods, problem solving, having shorter rest periods. Pre-reading and pre-math work is being explored at each child's level. This will be more about character recognition, blending sounds rather than rote spelling. Of course, if a child has particular capacity for this then they will be fed, nurtured and extended.

The main thing we hope for is that children enter formal schooling confident in themselves and not lost by what is going on around them. It's a transition of change and not a chasm.

As you start thinking about when is best to send your child on to school we would welcome the opportunity to offer our view. For some children it is really obvious when they are ready, for others, their age may not be the best measure.

At the end of your child's time with us here at preschool we prepare an outline briefing of where your child is up to. It's a simple document but can be invaluable to the teacher in the first couple of weeks of school.

## What's Next?

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We would love you to join us here at our preschool.

If you would like to proceed with your enrolment please discuss your preference for what days you are looking for with the Director. The Director will then be able to let you know when you can start or when we expect to have those days available according with our waitlist process.

If a place is available, you can secure it by grabbing and filling in the Enrolment Pack and pay your placement fee. This consist of:

- The Reference Guide – setting out all of the details about how the preschool operates
- Enrolment Form – for all of your family details, from allergies to food preferences, medical conditions and pick up authorities
- Parent Agreement – setting out an array of acknowledgements that you need to know about the enrolment.
- Direct Debit Form – providing bank details which we will debit for your regular fee payments.
- Educa Permission Slip

If we don't have places available right now, then you are welcome to complete the Waitlist Application.

Once again, thanks for considering our preschool for your child. We hope to have your family with us soon and to forming a great partnership in supporting your child's development throughout these early years.



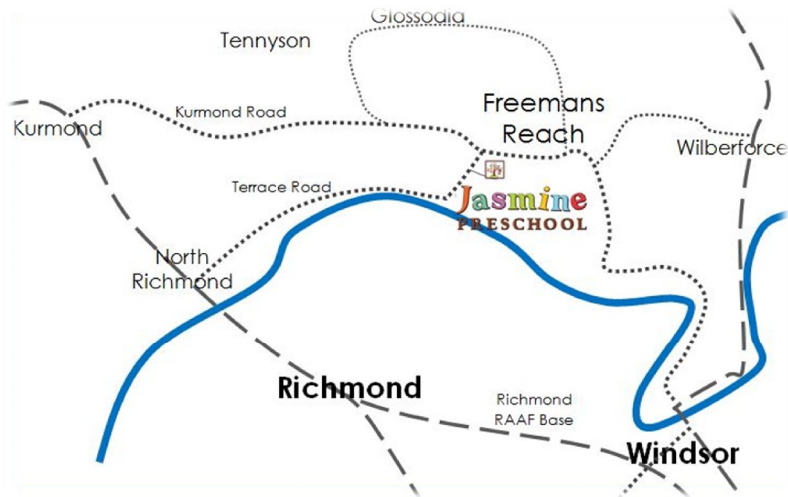
## Finding Us

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You can find us at Linden Drive, Freemans Reach

- From North Richmond; Head up Terrace Rd from the lights to the Freemans Reach end and turn left into Linden Drive
- From Kurmond Road take Terrace Road and we are first street on the left

[www.jasminepreschool.com.au](http://www.jasminepreschool.com.au)



For general enquiries and attendance general enquiries and attendance advices please call us on:

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