



Bland Preschool Parent Booklet

Excellence in Early Childhood Education

**Your Early Childhood Education and
Care Service**



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The Bland Preschool is registered with the Commonwealth Childcare Rebate Scheme.
The Bland Preschool's Service Provider Number is 555 017 916L.

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Bland Preschool Welcomes You!

Preschool is a happy and exciting time. We hope you and your child will find the Bland Preschool a rewarding and satisfying experience and we look forward to having you and your child with us.



There are many benefits for children and families to be gained from the Bland Preschool.

Our Preschool

When you choose our Preschool you are selecting one that:

- Is a not for profit service, providing a safe, educational environment for children aged 3-5.
- Has an established and well resourced facility that includes large outdoor play spaces and an extensive range of equipment to aid your child's development.
- Welcomes and encourages parent participation.
- Staffs their service above regulatory requirements.
- Employs qualified Early Childhood Teachers (ECT).
- Encourages ongoing Educator professional development to keep pace with the new developments in your child's education.
- Has a commitment to the National Quality Framework(NQF), National Quality Standards (NQS) incorporating Early Years Learning Framework (EYLF).
- Has only one agenda – *providing quality care and education for your child.*



Educators

The Senior Early Childhood Educator/Coordinator (SECEC) is the Nominated Supervisor and is responsible for the day to day running of the Preschool, the supervision of Educator, parent and community liaison and works under the management of the Bland Shire Council.

The SECEC also teaches and, together with the other teachers, is responsible for the educational program. These positions require qualifications in the form of University training (ECT). In each room the teachers are supported by the other Educators in preparation and implementation of the program.

There are two rooms at the Preschool, the Bilby Room and the Gecko Room.

Additional Needs Educators are also employed to cater for children with additional needs.

The Administration Officer is responsible for preparing and maintaining the accounts.

Information Session

An Information/Orientation session is held the first week in Term 4 in October.

During this session your child will be invited to enjoy the outside play equipment. This provides them with the opportunity to get to know the Preschool grounds and other children.

Educators will be on hand to meet with parents and answer any enquires or questions so they have an opportunity to learn about the Preschool.

During this session if there are issues that the teachers should know about your child, parents can make a time to discuss these individual needs.

The session will also provide an opportunity for parents to meet with other parents and children who will be attending Preschool the following year.

Enrolment

Parents must complete all enrolment forms before their child starts Preschool.

The enrolment form, fee subsidy form (if applicable), copy of immunisation history statement and birth certificate must be brought to the Preschool on the Information/Orientation Session or prior to your child's first day. A \$20.00 deposit (not refundable if your child does not attend) must also be paid during the Information/Orientation Session. When your child starts Preschool this deposit will be credited to your account.

Hours of Operation

The hours of operation are 8.30am to 4.00pm Monday to Friday. Class times are 9.00am to 3.00pm Monday to Friday.

Please note care is not provided before 8.50am. There is a late fee of \$10 per child for any child collected after 3.10pm. Then \$5 for each 5 minute interval after that.

Half Days may be organised at the discretion of the SECEC. The session times for a half day are 9.00am to 12.00pm.

The Bland Preschool does not operate on Public Holidays or during school vacations.

Bus Travel

Bus travel is an agreement between parents and the Bus Operators/Drivers. You will need to make all arrangements with your respective bus driver.

The Preschool has a bus application form which must be filled out before your child can use this transport.

The Preschool Educators will be responsible for supervising your child to and from the bus, and signing your child in and out of Preschool.

It is your responsibility to keep Educators and drivers aware of any changes with regards to arrival or departure of your child.

Preschool Clothing

The Preschool has available for sale a variety of clothing with the Preschool Logo. This is a fundraising effort of the Preschool Committee.



Settling In

The beginning of the year can be an anxious time for both parent and child. So to reduce stress, we begin the children in 3 year old classes in small groups. You are encouraged to remain with your child if he/she is unsettled.

Please make sure you are back on time at the end of the session.

You are welcome to ring us when you get home (or to work) if you are worried. Please be reassured that if your child is distressed we will ring you.

Keeping in Touch

The message board near the sign-in book changes each week and aims to keep you up to date with special events, reminders, etc. From time to time a newsletter will be sent home. Each child will have an individual box where information such as the newsletter, artwork and excursion notes will be placed.



The Preschool also uses the 'Bland Shire Council Children's Services Unit' Facebook page, 'Bland Pre-School Parent Committee' Facebook page, emails and the Bland Shire Council website to provide information.

The Educators are always available to greet the children in the morning, however, you need to keep in mind that during this period, time is limited and needs to be shared with all the children and parents. If you are concerned or experiencing some problems, please arrange a time to see the SECEC or teacher so that these sorts of discussions are not rushed or conducted in ear shot of your child.

Policies

The policies, under which the Bland Preschool operates, are developed and updated regularly. There is a Policy and Procedure Folder available at the Preschool and may be read by parents after notification is given to the SECEC.

- If parents have a grievance about the Educators and/or service, please speak with the SECEC.
- Emergency Evacuation plans are on display at the Preschool.
- If your child requires medication please ensure you read the Medication Policy.

Excursions

During the year the children will go on excursions to explore different environments and learn new activities.

Any planned excursion will be carried out following the Excursion Policy and a permission note completed prior to the excursion.



What to Bring

HAT
MORNING TEA
LUNCH
WATER
SPARE CLOTHES

Hat - must be broad brimmed with toggle under chin to keep on.

Morning Tea - is shared, please place it in the bucket under the sign-in table. Options include: all types of fruit including watermelon, strawberries, sultanas, grapes, apple & banana as well as yoghurt, rice crackers, block of cheese, snow peas or carrots.

Lunch - healthy food only. Please pack with ice brick/pack in summer.

Water Bottle - partly frozen in summer.

**NO NUTS, SOFTDRINK,
LOLLIES, CHIPS, etc.**

Change of Clothes is needed. Messy play and accidents do happen.

Preschool Boxes

Each child will have a named box where notes, art work, receipts and other information will be placed. This needs to be checked by a parent each day.



Sign-In / Out

You are required by law to sign your child into and out of our care each day.

An attendance sheet is located on the table in your child's classroom with their names in alphabetical order.

Please write the time of arrival and sign-in. When leaving, write the time of departure and sign-out. If someone else is picking up your child, please note this on the attendance sheet and tell an Educator.

Our Daily Routine

During the day, your child will have opportunities to do many exciting experiences, listen to stories, art/craft, participate in music, independent and group play, inside and outside play and play with friends.

These times are flexible and consider the children's interests and the weather each day. In the first and fourth term we implement a sun safe routine ensuring limited outdoor play between 11.00am and 2.00pm.

Day Book

Our Day Book provides a photographic and written picture of what your child's class has done during the day. We do our best to complete this book each day, but please appreciate that life at Preschool sometimes gets rather busy, and we may not always have it completed before 3.00pm. It will always be available for you to see the next day.

Portfolios

Each child will have a portfolio in which Educators will document their learning journey. This will include photos, work samples with interpretations and observations. Parents and children are able to view their own portfolio in the classroom. If your child comes and goes on the bus, please let us know and we will make alternate arrangements for you.

Points to Note

On arrival an Educator will greet you. Sign-in, place fruit in the bucket, put their bag in the locker and settle them at an activity.

Dress your child in practical play clothes and sensible shoes. We have lots of fun and do get messy. Preschool T-Shirts and Jumpers are available.

PLEASE LABEL ALL YOUR CHILD'S BELONGINGS including hat, jumper, water bottle, lunch box, bag etc.

DO NOT bring toys from home. They get lost and broken.



Sick Children at Preschool

Sick or unwell children should not attend Preschool. If your child becomes sick, you or your elected emergency contacts will be asked to come and collect your child. He or she will be made comfortable in an appropriate place and supervised by an Educator until they can be collected. An illness/incident/accident form will need to be completed by an Educator and signed by the parent or emergency contact. If the parent or emergency contact cannot be found then the Nominated Supervisor will act on the advice from the nominated doctor or the local hospital. The cost of such medical treatment will be the responsibility of the parent.

Exclusion Guidelines

Included with this booklet is the Exclusion Policy Guidelines for childhood ailments in line with the Department of Health's recommendations. By using these guidelines, you will assist the Preschool to avoid the risk of cross infection. Parents are requested to notify the SECEC immediately of any infectious disease contact by their children.

<http://www.health.nsw.gov.au/factsheets/infectious/index>

Medication

Please contact Educators if your child requires medication to be taken at Preschool. Parents are to hand the medication to an Educator and fill in the medication details on the form on arrival at Preschool. Parents are required to sign the medication form at the end of each day and collect the medication. Educators will assist you with the required Medication Procedure. Medication must **NOT** be left in the children's bags under any circumstances, including asthma puffers. All prescribed medicine must be clearly named and will only be given as per prescribed instructions.

Immunisation

On enrolment, you must provide appropriate documentation of your child's immunisation status of which a photocopy will be kept at the Preschool. Should an outbreak of an immunisable disease occur within the Preschool, unimmunised children will be excluded until their return is approved by the Director of Public Health.

Accidents

All Educators have a current First Aid Certificate. In the event of a serious accident, an Educator will always call parents (or emergency contacts) and if necessary, the ambulance or your doctor. Parents will be given a copy of any Accident Reports.

Head Lice

If Educators discover head lice they will inform parents who are expected to follow any recommended treatment. The child may return to Preschool only when the head lice have been treated.

Smoking

The Preschool is a smoke-free environment. There will be no smoking at any time on the premises.

Sun Safety

As part of our Sun Safe Policy children are encouraged to wear a broad brimmed hat with a toggle all year round. In the first and fourth term we implement a sun safe routine ensuring limited outdoor play between 11.00am and 2.00pm.



Fees are set annually by the Bland Shire Council. Two (2) weeks notice of withdrawal from the Preschool is required.

Why do I pay if my child is absent?

Your fee has been calculated on your enrolled place(s) for the year and we need to collect a fee for each of these days, even if your child does not attend. Therefore the fee is still charged if your child does not attend because of illness, family holidays, etc. The only exceptions are for public holidays e.g. Queen's Birthday, West Wyalong Show Day etc.

How do I pay my Fees?

Fees are charged on a weekly basis. They are charged individually for each child, but families are billed with one statement.

A statement of fees payable is issued at the beginning of each term. Fees can be paid;

- in full by the fourth week of the term
- weekly
- fortnightly

Fees can be paid at the Preschool by cash or cheque (payable to the Bland Shire Council). Unfortunately the Preschool cannot accept credit card or eftpos payments, however, Bland Shire Council will accept all forms of payment.



What happens if I don't pay my fees?

There is a Fee Policy to be followed if accounts are not paid. If you are experiencing difficulties please see the SECEC or the Teacher and a payment plan can be established.

Procedure

1. Letter One sent.
2. Letter Two sent.
3. Telephone call.
4. Final letter.
5. Debt handed to Bland Shire Council (legal fees may be added).
6. Child's termination.
7. No other sibling can attend if there is an outstanding account.

What fee do I pay?

Subsidies are available for low income earners and children from an Aboriginal or Torres Strait Island background.

The Affordability Assistance Application forms are available on enrolment day.

Level 1 Subsidy – Incomes under \$46,748 or current Health Care Card holders.

Level 2 Subsidy – Incomes under \$64,189 (proof of income is needed).

Full Fee - Incomes over \$64,189.

Claim for Registered Care

The 'Claim for Child Care Benefit for registered care' booklet is available from the office. The form is lodged at Centrelink at the end of the term along with Family Assistance weekly receipts received when the account is paid.

If you have any questions, please do not hesitate to call the SECEC or Administration Officer on (02) 6972 2795. If your circumstances change you can apply for a subsidy at the beginning of each term. Please let us know if your circumstances change and you are now NOT entitled to a subsidy. When you receive a new Health Care Card please bring it to the office to be photocopied.

Levies

The levy system encourages parent participation. Each family is levied \$20.00 each term.

As parents contribute various services e.g. roster duty, levy points are earned. Each term a minimum of ten (10) points must be earned to gain a refund. The maximum refund available is 20 points for each term.

A list of how you can earn points and their value is in the front of the Levy Book.

If you gain more points in a term they can be carried forward to the next term.

It is your responsibility to enter the points into the Levy Book. At the end of each term points gained in the Levy Book are taken off your account. At the end of the year, if your child is not attending Preschool the next year, a refund cheque will be sent to you in January. If you have another sibling starting the following year the amount will be a credit on your account.



Parent Involvement

Parents and families can be as involved in the Preschool as they wish. All parents are welcome to visit our Preschool at any time.

When visiting, parents can help do an art/craft activity with the children, read a story, play a musical instrument, share a hobby, or just come along and join in activities with the children. It is also a great opportunity to see your child "at work", meet their friends and get to know the Educators.

Parent Roster

Attached to the Enrolment Form is a sheet to be filled in if you would like to go on the roster. Please remember to write your name on the sheet. A Roster will be sent home with your child at the beginning of each term. If you are unable to do your rostered day, please arrange for a substitute. If you would like to do extra days or be available as a relief helper for emergencies, please let us know. Siblings are very welcome to come along with you, however, you will be responsible for their supervision.

Taking your turn to come in on your rostered day, and being our parent helper is important because:

- It will help you understand more about what we are aiming to achieve.
- It will help you get to know us and the other children, and help us to get to know you. It is then much easier to talk over any concerns that may arise and prevent little problems from ever turning into big issues.

Parent Committee

The Bland Preschool Parent Committee is a group whose focus is on providing child centred experiences and family and community involvement for the children and parents. It is a fun way to become involved in the running of the Preschool and a fabulous way to meet new parents.

The committee meets once a term to organise events (e.g. Family Fun Nights, Preschool Photos and DVD'S).

Meetings are informal and let you have the opportunity to have a "say" in how your child's Preschool is run, ask questions, make suggestions etc.

Child Care Service

The Bland Preschool is licensed as a Centre-Based Child Care Service by the Department of Education and Communities and operates under their strict regulations. The nearest office of the Department is:
 Central West Area Office
 Cnr Kite and Anson Streets
 PO Box 2165
 ORANGE NSW 2800
 Phone: 1800 619 113 toll free





EXCLUSION GUIDELINES

RECOMMENDED MINIMUM EXCLUSION PERIODS FOR INFECTIOUS CONDITIONS FOR SCHOOLS, PRESCHOOLS AND CHILD CARE SERVICES

Children and Educators who are unwell should stay home from child care services. Even if they do not have a condition that requires exclusion, the best place for an ill child to rest and recover is with someone who cares for them. 'Staying Healthy - Preventing infectious diseases in early childhood education and care services - 5th edition, pg 15'.

Condition	Exclusion of Case	Exclusion of Contacts
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Candidiasis	See 'Thrush'	
Chicken Pox	See Varicella	
CMV (Cytomegalovirus infection)	Exclusion is NOT necessary	Not excluded
Conjunctivitis	Exclude until the discharge from the eyes has stopped unless doctor has diagnosed a non-infectious conjunctivitis	Not excluded
Cryptosporidium	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diarrhoea (No organism identified)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Fungal Infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting the appropriate antifungal treatment	Not excluded
German Measles	See Rubella	
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Glandular fever (Mononucleosis, EBV infection)	Exclusion is NOT necessary	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried.	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days.	Not excluded <i>Contact a public health unit for specialist advice</i>
Head lice (Pediculosis)	Exclusion is NOT necessary if effective treatment begins before the next day at child care (ie the child doesn't need to be sent home immediately if head lice are detected).	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, and until at least seven days after the onset of jaundice.	Not excluded <i>Contact a public health unit for specialist advice about vaccinating or treating children in the same group</i>
Hepatitis B	Exclusion is NOT necessary	Not excluded
Hepatitis C	Exclusion is NOT necessary	Not excluded

Condition	Exclusion of Case	Exclusion of Contacts
Herpes simplex (cold sores, fever blisters)	Exclusion is not necessary if the person can maintain hygiene practices to minimise the risk of transmission. If the person is unable to comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry. Sores should be covered with a dressing where possible.	Not excluded
Human Immunodeficiency Virus (HIV/AIDS)	Exclusion is NOT necessary. If the person is severely immune compromised, they will be vulnerable to other people's illnesses.	Not excluded
Human Parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Exclusion is NOT necessary	Not excluded
Hydatid disease	Exclusion is NOT necessary	Not excluded
Impetigo (school sores)	Exclude until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing.	Not excluded
Influenza and influenza-like illnesses	Exclude until well	Not excluded
Listeriosis	Exclusion is NOT necessary	Not excluded
Leprosy	Exclude until approval to return has been given by an appropriate health authority	Not excluded
Measles	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded. For non-immunised contacts, contact a public health unit for specialist advice. All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case.
Meningitis (viral)	Exclude until well	Not excluded
Meningococcal infection	Exclude until appropriate antibiotic treatment has been completed	Not excluded <i>Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same group as the case</i>
Molluscum contagiosum	Exclusion is NOT necessary	Not excluded
Mumps	Exclude for nine days or until swelling goes down (whichever is sooner)	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours	Not excluded

Condition	Exclusion of Case	Exclusion of Contacts
Prussic (whooping cough)	Exclude until five days after starting appropriate antibiotic treatment or for 21 days from the onset of coughing	<i>Contact a public health unit for specialist advice about excluding non-vaccinated contacts, or antibiotics</i>
Pneumococcal disease	Exclude until well	Not excluded
Roseola	Exclusion is NOT necessary	Not excluded
Ross River virus	Exclusion is NOT necessary	Not excluded
Rotavirus infection	Exclude until there has not been a loose bowel motion or vomiting for 24 hours	Not excluded
Rubella (German measles)	Exclude until the person has fully recovered or for at least four days after the onset of the rash	Not excluded
Salmonellosis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
School sores	See Impetigo	
Shigellosis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Toxoplasmosis	Exclusion is NOT necessary	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from the appropriate health authority	Not excluded <i>Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics</i>
Varicella (Chickenpox)	Exclude until all blisters have dried. This is usually at least 5 days after the rash first appeared in non-immunised children, and less in immunised children.	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection as they are high risk for developing severe disease. Otherwise, not excluded.
Viral gastroenteritis (viral diarrhoea)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Whooping cough	See Pertussis	
Worms	Exclude if loose bowel motions are occurring. Exclusion not necessary if treatment has occurred	Not excluded

Bland Preschool Philosophy

Our Preschool is a council run service catering for children aged 3 to 5 years in West Wyalong and surrounding towns of the Bland Shire.

Program and Practice:

- We encourage children to learn through collaboration and communication with other children and are given opportunities to practice and consolidate their skills in all learning areas including: literacy and numeracy; creative and expressive arts; and social and emotional development to become confident and involved learners.
- We aspire to implement a child centred, educational and play based program based upon the Learning Outcomes, Principles and Practices outlined in Early Years Learning Framework (EYLF) – Belonging, Being and Becoming, and Standards from the National Quality Framework.
- We aim to celebrate diversity within our service and play a role in fostering and developing an understanding of diversity and inclusion.
- We strive to implement a flexible program including experiences and routines that are responsive and contribute to each child's current knowledge, ideas, culture, abilities and interests, and drawn from a variety of methods, including observation and reflection.

Educators and Staff:

- We strive to employ qualified and experienced staff who are committed to working for the best interests of children and families, whilst providing staff with ongoing professional development.
- We aim for secure, respectful and reciprocal relationships, promoting the educators' and child's sense of belonging and to develop a strong sense of wellbeing.
- We believe in nurturing an environment of teamwork, where all staff are valued and their contribution is acknowledged.

Children:

- We endeavour to value the individual needs of all children within the context of their family, cultural group and their community.
- We believe children have a right to play and be active participants in their own learning, whilst contributing to the program by following their interests, enhancing their learning dispositions and enabling them to develop relationships.
- We encourage children to develop confidence and positive self esteem through a supportive and secure environment.
- We believe that in order for children to actively engage in the program they need to feel like they belong.
- We believe that children and their families, staff and the wider community should be respected and celebrated for who they are.

Physical Environment:

- We believe in using both the indoor and outdoor environments to encourage children to play, observe, engage their senses, explore, investigate, imagine, make choices and problem solve.
- We encourage children to play and learn through collaboration and communication with other children and adults and through interacting with the environment.
- We provide a rich, stimulating and nurturing environment that has the potential to stimulate imagination, promote creativity and enhance aesthetic development.

Families and Community:

- We aim to have trust, respect, collaboration and open communication between families and staff, believing that this forms the basis for strong partnerships.

- We encourage families to engage in meaningful participation within the program. Forming a caring community between families, children and staff is integral to a high quality program.
- We promote open and constructive communication with families, including informal and formal discussions, child portfolios, day book and newsletters.
- We strive to be a centre of excellence for early childhood education within our community.
- We are advocates for our profession; therefore it is important to share our knowledge and experience within the local community through hosting students, volunteers and information sessions.
- We believe in the use of local community expertise to enrich the children's learning and awareness of the local community for the education and development of all children.
- We promote the importance of nurturing relationships with community organizations, council, local schools and other early childhood professionals.
- We are aware the needs of children, families, staff and the community are constantly changing and that ongoing evaluation is essential to create a service that is responsive to those needs.
- We work in collaboration with the community. We believe in the importance of promoting a sense of community, allowing children to connect with and contribute to their world.

From this philosophy we have developed policies, which provide guidelines for the operation of our service. Policy review and development is ongoing. Policies and procedures are available upon request.

Reviewed October 2014

BELONGING, BEING & BECOMING

The Early Years Learning Framework for Australia

Information for families



EARLY YEARS LEARNING FRAMEWORK

A new, national early learning framework for children from birth to five years



“I want my child to have lots of opportunities for creative play”



WHAT IS THIS NEW LEARNING FRAMEWORK ABOUT?

We have developed the Early Years Learning Framework to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop.

The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life.

It is a guide for early childhood educators who work with children from birth to five years. They will use the Framework in partnership with families, children's first and most influential educators, to develop learning programs responsive to children's ideas, interests, strengths and abilities, and recognise that children learn through their play.

The Early Years Learning Framework describes childhood as a time of *belonging*, *being* and *becoming*.

- **Belonging** is the basis for living a fulfilling life. Children feel they *belong* because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just 'be'—time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

PLAY IS LEARNING

Play is very important for children. Through play babies and young children explore and learn to understand the world around them as they come to communicate, discover, imagine and create.

When children play they are showing what they have learned and what they are trying to understand. This is why play is one of the foundations of the Early Years Learning Framework.

By using this Framework educators will guide your child's play by carefully designing learning activities and stimulating indoor and outdoor learning environments.

RELATIONSHIPS ARE KEY

It is well known that children learn best when they have secure relationships with caring adults. When children from a very early age develop trusting relationships they feel more confident and able to explore and learn.

In early childhood settings, when children feel emotionally secure they learn through play to develop the skills and understandings they need to interact positively with others and gradually learn to take responsibility.

“The learning outcomes are positive and help me to think about how my child is progressing”



HOW WILL IT WORK? WATCHING YOUR CHILD'S PROGRESS

Educators will use this new Framework in a range of early childhood settings, including long day care, preschools and family day care to ensure that your child receives a high quality experience. It has been created and trialled by experienced early childhood educators, academics, parents and carers.

The Framework focuses on your child's learning. Educators will work with you in order to get to know your child well. They will create a learning program that builds on your child's interests and abilities, and keep you in touch with your child's progress.

Through the Framework's five learning goals educators will assist your child to develop:

- a strong sense of their identity
- connections with their world
- a strong sense of wellbeing
- confidence and involvement in their learning; and
- effective communication skills.

“The Framework helps me to understand how skilled the staff at my centre are and what a great support they are to me and my family”

Using the Early Years Learning Framework educators will observe your child's learning so they can build on it and plan the next steps. They will do this by listening, watching and talking to your child.

They will keep in touch with you regularly to discuss your child's progress. They may use photos or keep a folder of your child's work to show what your child is learning, how they are developing and what particular learning interests them.

Before your child starts school educators will prepare information about your child's learning and development to share with their new teacher. This will help ensure that your child's new school is well prepared to continue your child's learning.

WORKING TOGETHER

By working together parents and educators can enhance a child's learning and wellbeing.

As the most important person in your child's life you can make a difference by talking regularly with your child's early childhood educator and asking about their learning.

Information you provide allows educators to link your child's experiences at home with the time they spend together in the early childhood setting.

FIND OUT MORE

This booklet is an introduction to the Early Years Learning Framework.

To find out more or to access translations visit www.deewr.gov.au/earlychildhood or ask your child's early childhood educator.

Produced by the Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments.