

# Littlehampton Preschool Site Learning Plan

## All children have sustained learning in an active outdoor environment

- Using 'Respect Reflect Relate' tool to track engagement and plan for improvement
- Actively 'listen' to children
- Intentionally teach/ role model

## Engagement of the community in the Outdoor Setting

- Parents offering ideas and being a part of the setting up valuable outdoor learning environment
- Parents bringing in natural 'objects' and items of interest
- Visual art
- Gardening/cooking

## National Quality Standards

- Using observations, reflections and assessment against N.Q.S
- Ensuring safe, engaging outdoor learning environments

## Preschool Outdoor Learning Environment

'Making the outdoor environment of equal value to the indoor environment'

## Literacy

- Strengthening children's language and communication
- Using RRR scales to evaluate and improve the learning environment
- Focussing on language and communication
- Documenting children's responses/dialogue
- Having story tables outside

## Play

- Inquiring - what does play in our outdoor setting look like? What is the educator's role?
- Documenting play experiences
- Making connections between play happening inside and outside

## Children accessing learning technologies

- Children using digital equipment to enhance their play
- Children being involved in the documentation of their own learning

## Assessment from Early Years Learning Framework

- Reflecting on pedagogy and practices
- Taking photos/videos/movies of planned and spontaneous learning activities
- Planning and learning with children
- Documenting responses and actions
- Developing programs that promote children's learning across the five outcomes

# Littlehampton Preschool Site Learning Plan

## All children have sustained learning in an active outdoor environment

- Using 'Respect Reflect Relate' tool to track engagement and plan for improvement
- Actively 'listen' to children – extending their learning
- Intentionally teach - teachable moments!

## Play

- Documenting play experiences
- Making connections between National Quality Standards

## Reflection of children's learning

- Parents gaining confidence in their child's learning through reading 'learning stories' with their child
- Children establishing areas of growth through sharing 'learning stories' with their parents

## Priority 2

'Raising the level of accessibility of children's learning to parents' (as noted in the parent survey)

## Engagement of community/parents is encouraged

- Parents being rostered to attend sessions and work with children
- Parents using their talents/skills to maximise children's learning

## Children accessing learning technologies

- Children using digital equipment to enhance their play
- Children being involved in the documentation of their own learning

## Communication of children's learning and parent access

- Making 'learning folders' accessible in the foyer for parents to see their child's individual 'learning stories'
- Displaying children's projects each term in power-point and folder format
- Running movies/videos of children's discoveries in the foyer computer throughout the day for parents to view

## Assessment from Early Years Learning Framework

- Reflecting on pedagogy and practices
- Taking photos/videos/movies of planned and spontaneous learning activities
- Documenting responses and actions
- Developing projects that promote children's learning across the five outcomes

## Literacy

- Showing how play develops oral language and literacy skills
- Documenting children's responses/dialogue
- Showing how 'story tables' are a great literacy adjunct