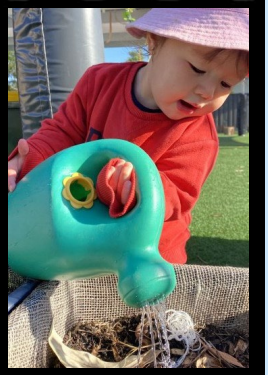
OXFORD MULTICULTURAL CHILDCARE

Little Peoples Early Learning Centre

EXPERIMENT EXPLORE PLAY IMAGINE DISCOVER

> play is the highest form of research
>
> Albert Einstein



This booklet is designed to assist the whole family as you enter this exciting, yet often daunting transition. As parents, you have provided the basis your child needs to learn, trust and grow. Your precious child is changing and learning so fast.

Early Education has changed significantly in the past few years. Please chat with our educators, come to parent meetings and incursions and ask parents who have walked the same path before you, to find out more about our Early Learning Community.

"Tell me and I forget,
teach me and I may remember,
involve me and I learn."

— **Benjamin Franklin**

Extending & enriching children's learning

Programs

Our curriculum is built on the Early Years Learning Framework, *Being, Belonging Becoming*.
EYLF V2.0 framework .

Our educators take a play-based approach to teaching as we believe that learning takes place most effectively when the child feels safe, is interested, and challenged but most of all is having fun. Our programs reflect the service philosophy and goals which are developed and implemented by the Oxford & Little Peoples Community.

Transition

The first day of starting pre-school is a big day. There will be much excitement, perhaps some tears as well. Try to ensure your child's bag and belongings are packed the night before to allow the morning to be smooth (a last-minute rush can cause stress and anxiety).

At pre-school children learn about being a part of a larger group, they learn to trust by saying goodbye to their parents, they also learn to form relationships with their educators, other adults and children.

The children are beginning to interact with the other children, in solitary play, onlooker play, group play etc. They are learning to be independent, to make choices and learning about environments and being exposed to a range of resources and a variety of media.
The children are learning about the routine and what comes next, but most of all *they are learning the love of learning.*

An important part of the transition process is the staff to child ratio. The early childhood environment offers the opportunity for children to develop the necessary skills with adequate support from their educators. The ratio is 1:10 for children aged 3 – 5 years old where at school it is 1:20 or 30, therefore it is important that we allow children the opportunity to build the foundations appropriately and at a pace that enables individuals to reach their potential before moving to the next stage. This will allow the children to develop positive self-esteem, confidence and self- worth.

Active Learning Environments

An Active Learning Environment is one in which children are encouraged to explore and interact with the environment to make (or construct) meaning and knowledge through their experiences, social interactions, and negotiations with others. In an active learning environment educators play a crucial role of encouraging children to discover and make connections among ideas and between concepts, processes, and representations. This requires educators to be engaged with children's emotions and thinking.
Our environments are designed to encourage wellbeing, wonder and belonging.

Play-Based Learning

"Play-Based Learning allows children to organise and make sense of their social worlds as they engage actively with people, objects and representations."

Example: Educators create learning areas to allow children to role play what they have previously experienced and to engage in new experiences
e.g Camping area: children learn what is needed to go camping, you sleep in a tent, you need torches.

Inclusion

"Involves taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances, and geographic location) in curriculum decision making processes. So the intent is to ensure all children's experiences are recognised and valued. The intent is also to ensure that all children have equitable access to resources and participation and opportunities to demonstrate their learning and value difference."

Source: The Early Years Learning Framework Australia.

Intentional Teaching

Involves educators being deliberate, purposeful and thoughtful in their decisions and actions. Intentional teaching is the opposite of teaching by rote or continuing with traditions simply because things have 'always been done that way'.

Child Initiated

Involves children contributing to their learning by making choices and offering suggestions to extend upon their prior knowledge.

Example: children requesting resources that reflect their interest.

Pre-Writing, Fine Motor and Hand Strength

Children need to develop their fine motor skills and hand strength before learning to write. We encourage this through the experiences in our room,

for example:

- Playdough
- Threading
- Construction
- Peg boards
- Tracing experiences
- Music and movement
- Writing area – drawing, experimenting, practice holding the pencil.
- Prepetition, predictable
- Scissors and cutting skills
- Other flash cards – words that relate to the children & their individual experiences
- Manipulative learning area is available all the time and allows children to choose an activity to work to their own potential. Example: A 3 year old may just put the pegs on the board where a 5 year old may create a pattern or picture.

We enjoy celebrating the uniqueness of each child, therefore, when you come into our rooms you won't see 30 pieces of art & craft each matching each other, however, you will see beautiful, individual artwork where children have expressed ideas and feeling, experimenting with a large range of materials and mediums.

Early Literacy Skills—Involves;

Teaching children to start from the left-hand side and move across to the right

Developing a respect for books, turn the pages correctly, offering a variety of reading material, puppets to allow children to tell their own story, we encourage this to be a quiet area which allows children to learn self-regulation.

Story time – we discuss the author and the illustrator, the beginning, the middle and the end of the story.

Discuss the roles of the teacher and the child at story time – your job is to listen, my job is to read.

We discuss caring for the books, placing them carefully on the bookshelf with the front cover displayed.

Engage in discussion to encourage the children to predict what the story will be about by looking at the pictures and the front cover. Example: what do you think is going to happen next? Predicting, recalling and hypothesising.

Preschool Library – children can borrow books from preschool and take them home to read to enhance the enjoyment of books and to respect books and other people's belongings.

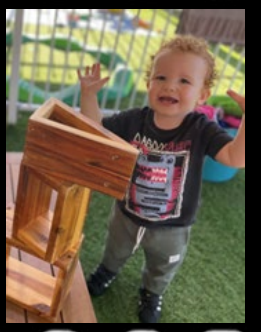
STEM

Inquiry learning provides children the opportunities for deep critical and creative thinking that creates meaning in their world and offers pathways for future thinking. Children love to experiment, combine new substances, build, knock down, collect, sort, and most of all… have fun while learning.

STEM opportunities provided throughout our programs are endless and include;

- Block corner, construction and challenging building activities
- Cooking activities
- Science experiments
- Art exploration and creation
- Technology use
- Shadow exploration
- Sensory play (e.g. water, sand and slime play)
- Sustainability practices and nature play
- Mirrors, light boxes and shadow exploration
- Counting, sorting and classifying
- Puzzles & Cognitive Games – matching, bingo, sequencing activities

Skills developed by children through STEM provide them with the foundation to succeed at school and beyond. Young children learn through active exploration—and the drive to observe, interact, discover, and explore is inherent in their development.



Transition to School Curriculum

As a progression from our learning experiences that are valuable to children throughout the year, our expectations of the children going to kindergarten the following year will increase. Experiences that offer more challenge will be introduced.

What to expect of Children (and families) in the Transition to School Program

- Children should walk into preschool and carry their own bag.
- Unpack their bag – drink bottle in the basket, hat, etc.
- Care for their own belongings.
- Establishing the responsibilities of the child (for example…
  "Can you put my jumper away"?
  "you have a go & if you still need help let me know")
- Encouraging children to attempt their own socks and shoes.
- Say good morning and goodbye to their teachers.
- Make appropriate choices.
- Participate in group experiences.
- Negotiate with peers and develop an understanding of other points of view whilst having an awareness of differences.
- Being responsible for their own behaviour and not copying others.
- Start and finish a task or ask for help e.g. puzzle
- Self-help skills – meal times, toileting, etc. Often children will say "I can't do it", Educators offer support and encouragement before completing the task for the child.
- Encouraging children to be a positive role-model to their peers.

Experiences that will be offered to children in the Transition to School Program

The transition from rest time will begin in term 4, children will no longer rest on a bed. However, it is important for children to learn that rest is just as important as being active. Therefore, the children will have a quiet time for 15 minutes in the book area and/or participate in yoga.

A "classroom area" will be created so the children can engage in individual and group work, such as the story writing books and other school readiness opportunities.

Children will have a story writing book, they are encouraged to do *Quality Work* in their books, no scribbling, take their time. By this stage children are beginning to produce recognisable drawings and pictures, they will have the opportunity to tell the story which the teacher will write for them. This experience allows children to engage in both early reading and pre-writing development of skills.

Turn-taking cognitive games with rules.

Colour matching, cutting and pasting, number and shape matching.

Activities that require 2 to 3 steps.

Focusing on children's addresses and phone numbers.

Talking more about kindergarten,(e.g wearing a uniform, the bell, we will hold a lunch box practice week in November).

Higher expectations and a more formal learning time of the day.

Name Cards are available to the children everyday throughout the year. They are encouraged to find their name during free play time and art and craft experiences. Name cards are also used for transition which allows children to develop the skill of recognising and reading their name.

We don't use dots as experience has taught us that children become too reliant on them, also they are not clear which can cause confusion making it hard for children to recognise the letters.

Language

Children in our transition to school group are able to experience the magic and possibilities of a new language as we incorporate many forms of language into our programs, including spoken, written, no-verbal, Visual language, Sign language (Auslan), Aboriginal and Torres Straight Islander Language. Language is central to how young children learn, express themselves, connect with others, and understand the world. In early education, language encompasses far more than spoken words — it includes all forms of communication used to share meaning, build relationships, and participate in daily life. Language can be seen in action during music and language time, drawing, story book and pictures, facial expressions

> ***We know that learning another language is a great brain gym for children and that, in the longer term, the more access they have to a second language … they actually do better in school.***
>
> Professor John Hajek, University of Melbourne

Transition to School, End of Year Report

The end of year report is a report that is positive and can tell you what your child can do.

Your child's end of year report will be in their portfolio that you will receive after the graduation ceremony in January.

Words such as; ***requires support, is beginning to, attempts to,*** etc. will be used to indicate where your child might require some help or opportunity to practice to enhance the skill.

Technology

Technology is a part of children's everyday lives! We teach your child to tap into their curiosity about technology and the world around them by encouraging them to think beyond screens. Exploring technology within our programs can take many exciting forms, including robotics, photography, electronics (for tinkering) and virtual reality apps. When using screens, we are purposeful and educational.
Smart screens are utilised and we encourage children to understand the safe use of technology at pre-school and in the home by exploring digital rights, digital privacy, online safety and cyber-safety.

Wellness

Wellbeing is essential for infants and children and how it forms the foundation of their learning growth and lifelong wellbeing. Throughout our programs we consistently provide opportunities for wellbeing by understanding the individual needs of the children and their families. Wellness is many different things for different people, so we use a variety of tools to enhance mental and physical wellbeing.

Movement is used as it's essential to life, and the skills developed through physical activity develop the confidence, knowledge and capability to be active for life. This knowledge is called physical literacy. Our movement activities consist of games, yoga and learning the 13 fundamental movement skills through the Munch n' Move program.
By enjoying music, singing, dancing and games together we are fostering a feeling of belonging in the group and building friendships. Calming music can also be used to ease stress and promote a sense of wellbeing.

Social Development

Learning social skills in early childhood is just as important as numeracy & literacy. During the early years social skills start to develop rapidly, making it an ideal time to support and encourage the development of a range of socially skilled behaviours. Children in the transition to school group will participate in the PALS Social Skills Program. This program assists the development of fundamental skills, such as;

- Learning to have a conversation,
- Sharing and turn-taking
- Listening and not interrupting
- Learning to wait
- Following pre-school rules
- Learning to express their feelings using positive, appropriate, correct language. Staff role model appropriate language to the children.

Our World & Sustainability

Sustainability curriculum goes beyond environmental conservation. It encompasses environmental, social, and economic sustainability.

- Environmental sustainability: Focuses on helping children recognise their role in ecosystems and the importance of preserving, protecting, and improving the environment.
- Social sustainability: Addresses issues of social justice, equity, respect for diversity, and active citizenship. It emphasizes the importance of living peacefully, fairly, and respectfully in resilient local and global communities.
- Economic sustainability: Refers to practices that support economic development without negatively impacting the environment or society. This includes a focus on fair and equitable access to resources, conserving resources, and reducing consumption and waste.

Child Protection & Safety

Educators at each service have participated in the Child Safe Series Training and will throughout the year teach your children about protective behaviours. The program we will be delivering was developed by NSW Office of the Children's Guardian and includes 4 Safe Series books specifically for children aged 2-6 years old.

Our main focus is developing personal safety skills. We will discuss about safe people your child can talk to when they feel unsafe and leaving an uncomfortable situation.

Our main aim is to give children a voice and encourage them to think about their own safety empowering our little ones with the right to feel safe and to say no.

The program will offer your child;

- Personal safety messages
- Practical hints, tips and tools to make the personal safety message resonate with children
- Activities to complete and better understand how the safe series books relate to them

Educators will deliver this important program to the children during Child Protection Week (September)

Partnerships with Families

For some families, this is the first time that the child and parent are separated for a significant length of time during the week. It is natural for parents and children to feel somewhat anxious, and take time to trust a new body of people to care for your child. A positive relationship between a child's parent and educator is vital in allowing a holistic approach to your child's learning, development and education.

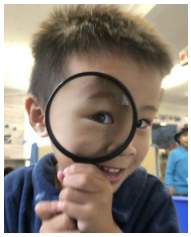
Communicating with your child's teacher allows for the parent and the educator to be working towards a similar goal. As children see their parent and educator respecting one another they also learn to trust and develop a sense of security and sound wellbeing. This gives children the confidence to experiment and explore and try out new ideas, thus developing their confidence and becoming active and involved participants in learning.

Families can communicate with the educators at the service by contributing to;

- Your child's portfolio and goal sheets
- Contributing & providing feedback on our Quality Improvement Plan
- Program / Ideas to incorporate
- Verbal communication with Educators.

Illness

Young children will often get sick as their immune systems develop, and especially as they mix in community environment. We encourage parents to keep their child home from pre-school if they are unwell, as this prevents other children from also becoming unwell. Please remember to notify your child's educators if they will not be attending pre-school.



Lost Property

Children at pre-school get busy, distracted and excited, which means that they may not always keep track of their belongings. Please label all items that your child brings to pre-school so that any lost items can easily find their way to their rightful owner. A collection of lost property is located in a tub in the foyer.

Ready for pre-school? Your Checklist

Please label all your child's belongings.

- ❍ A wide brim hat (for sun protection)
- ❍ Watter bottle
- ❍ A change of clothes
(in case of accidents, spills, water play & weather changes)
- ❍ A change of socks and shoes (if your child is toilet training)
- ❍ Nappies & Nappy Cream (clearly labelled with your child's name)
- ❍ A set of sheets/bedding (toddler & preschool room)
- ❍ Are you connected to us via the Communication App
(see instructions in the Parent Information Book which was emailed to you &/or provided at the Orientation Event)

A FEW IMPORTANT REMINDERS

In the interest of protection and safety for the children attending our services….

- *Please hand any medications or creams to a staff member on arrival.*

(Medications need to be written in the medication file in your child's room).
DO NOT LEAVE MEDICATION OF ANY TYPE IN YOUR CHILD'S BAG.

- Enclosed footwear is preferred, if sandals are being worn they must have an ankle strap. NO singlets or sleeveless dresses - shoulders must be covered.
- We have children that attend our service with ***life-threatening allergies.***

Please remember we are a nut & egg free service.

We wish to advise that our services will be closed for the following public holidays in 2026;

2026 Public Holidays

JANUARY

Thursday 1st - New Years Day Public Holiday
Monday 26th - Australia Day

APRIL

Friday 3rd – Good Friday

Monday 6th – Easter Monday
Saturday 25th- ANZAC Day

JUNE

Monday 8th – King's Birthday

OCTOBER

Monday 5th – Labour Day

DECEMBER

Friday 25th – Christmas Day Public Holiday
Monday 28th –Boxing Day Public Holiday

JANUARY 2027

Friday 1st January 2025 – New Year's Day

NSW Government schools term dates 2026

Term 1	Monday 1st January –Thursday 2nd April
Term 2	Wednesday 22th April – Friday 3rd July
Term 3	Tuesday 21 July – Friday 25 September
Term 4	Mon 13 October – Thursday 17th December

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www.oxfordmcc.com.au

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We pay respect to the Traditional Custodians & First Peoples of NSW & pay our respects to Elders past, present and future.
We acknowledge their continued connection to their country & culture.