



True or False

A preschool/kindergarten program must be delivered indoors.

Answer: False. A preschool/kindergarten program encompasses all learning experiences, practices and environments that support the developmental needs of children.



True or False

A preschool/kindergarten program can only be delivered in preschool/kindergartens.

Answer: False. A preschool/kindergarten program is defined as an early childhood educational program delivered by a qualified early childhood teacher to children in the year that is 2 years before grade 1 of school. This can occur at a preschool/kindergarten, long day care or family day care service. Some states or territories offer a preschool/kindergarten program to 3 year old children.



True or False

A preschool/kindergarten program needs to be run in a *designated* space?

Answer: False. A preschool/kindergarten program can occur in any space within the service that is suitable for purpose and meets the standard, including supporting the access of every child.



True or False

A preschool program means an early childhood educational program delivered by a qualified early childhood teacher to children in the year that is 2 years before grade 1 of school.

Answer: True. The definition of a preschool program can be found in the **Education and Care Services National Law Act 2010**, under *Definitions*.



True or False

A preschool/kindergarten program only includes literacy and numeracy activities and 'getting ready for school' activities.

Answer: False. A preschool/kindergarten program provides stimulating and responsive learning experiences, practices and environments that support the needs and interests of each child. A preschool/kindergarten program will incorporate the learning outcomes of the Early Years Learning Framework or other approved learning framework under the NQF.



True or False

If your service enrolls children who are in the year that is 2 years before grade 1 of school, you can only be awarded a rating of Exceeding NQS for Quality Area 1 if you have a preschool/kindergarten program.

Answer: True. **Reg. 62(2)** states that the Exceeding NQS rating may only be given if either the service:

- provides a preschool program, or
- has a documented arrangement with a provider of another service to provide the preschool program, and informs parents.



True or False

Australia has only been delivering preschool/kindergarten programs since the NQF began in 2012.

Answer: False. In 1895, to meet the needs of disadvantaged families in Sydney, the Kindergarten Union of NSW opened the first preschool/kindergarten in Australia.



True or False

A preschool/kindergarten program only happens between 9am and 3pm.

Answer: False. The **Education and Care Services National Law** does not prescribe the times of day within which a preschool/kindergarten program must be delivered.

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True or False

Routine activities such as meal times, toileting and sleep/rest times are not considered part of a preschool/ kindergarten program.

Answer: False. A preschool/ kindergarten program encompasses all aspects of the service, including routines. A preschool/ kindergarten program encourages planned and spontaneous learning through routine experiences such as meal times, sleep/ rest times and toileting.



True or False

The preschool/ kindergarten program only relates to Quality Area 1: Educational program and practice.

Answer: False. A quality preschool/ kindergarten program encompasses all NQS quality areas. For example, the educational program is planned (QA1); health and safety are promoted (QA2); environments are organised (QA3); staff collaborate (QA4); relationships with children are developed (QA5); families are supported (QA6); and roles and responsibilities are defined (QA7).



True or False

The educational leader is solely responsible for developing the preschool/ kindergarten program.

Answer: False. The educational leader is supported to lead the development and implementation of an effective educational program and assessment and planning cycle, in collaboration with educators. Educators are responsible for the curriculum, effective implementation of the assessment and planning cycle, and ensuring that learning and development is guided by the approved learning frameworks.



True or False

Each child should be provided with the same transition to school strategy through the preschool/ kindergarten program.

Answer: False. Each child and family has their own unique capabilities when transitioning from early childhood education and care services to school. To ensure an effective transition to school, educators will work in collaboration with the child, family, school community and outside school hours care service to develop strategies and practices that support the needs of every child.



True or False

The **Education and Care Services National Law** requires that services develop a transition statement for children who are attending school in the following year.

Answer: False. This is not a requirement of the legislation, but it may be a funding requirement if the service is receiving funding to deliver a preschool/ kindergarten program. Many states and territories have this funding requirement.



True or False

Building resilience in children aged 0–12: A practice guide (BeyondBlue Ltd, 2017) is a tool to develop resilience in children who are transitioning to school.

Answer: True. This tool and many other health resources can be found on the **Be You** website: www.beyou.edu.au.



Activity

As a team, brainstorm how learning opportunities are embedded into children's mealtime routines of the preschool/ kindergarten program.

Identify other opportunities for learning within children's routine and transition experiences.



Activity

Divide into pairs and discuss the following:

- How do we share the preschool/ kindergarten program with families?
- What opportunities currently exist to share our preschool/ kindergarten program with the broader community?
- How can we improve our service messaging about the importance of our preschool/ kindergarten program?

Share your ideas with the group.

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Activity

At a team meeting, ask an educator to share their preschool/kindergarten program.

As a team, list the ways that:

- the program incorporates the outcomes of the EYLF (or jurisdiction-specific learning framework)
- learning occurs during routines
- each child is included in the program.



Activity

As a group, reflect on how your educational program is displayed and accessible.

- What are the key benefits of this approach, for children, families and educators?
- Brainstorm ways that the display of the program could be improved.
- To increase visibility, access and engagement by families, is there a better location to display the program?



Activity

Set a timer for two minutes for each of these activities.

- List all the different ways your indoor environment supports play-based learning and promotes positive dispositions towards learning.
- Identify how the outdoor learning environment of your service supports play-based learning and provides opportunities for positive social experiences.



Scenario

An educator has identified that they would like to include fundamental movement skills into the preschool/kindergarten program.

- What are fundamental movement skills?
- How could you incorporate these skills into the preschool/kindergarten program?



Activity

As a group, brainstorm how dramatic play could be used to support children's transitions within the service (e.g. from one room to another, from one experience to another), and as children transition to school.



Activity

Within your room team, identify the children who use the dramatic play space the most.

Brainstorm how you could encourage every child to take part in the play, to support their learning and transitions.



Activity

As a group, brainstorm how literacy and numeracy opportunities are provided throughout your indoor and outdoor play spaces.

How could you highlight the importance of this aspect of your preschool/kindergarten program to families, children and other educators?



Activity

Using your mobile phone or other device, work in pairs to capture images of resources or elements of the indoor or outdoor environment that promote science, technology, engineering and math (STEM) in the preschool/kindergarten program.

Share your images with others.

- Were there any common images taken?
- Were there any images that surprised you?
- As a group, identify how they support STEM learning.

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Activity

In pairs, identify what you consider to be the key elements or focus of your preschool/kindergarten program and why.

Share your considerations with the team.

- Are they a service strength?
- Is this an area that could be identified in your QIP?
- What elements or focus might you share with families and the community?



Activity

List the stakeholders or community members who are involved in your service.

Jot down:

- how they are involved in your service
- how they could be meaningfully involved with the preschool/kindergarten program
- three strategies to improve their involvement with your service and the preschool/kindergarten program.



Activity

Using your mobile phone or other device, walk around your service and take photos of the display of children's artwork.

- Does the children's artwork demonstrate individual children's ideas and meaning-making?
- Are there differences in how the children's work is displayed?
- What do the displays have in common?
- Can you identify children's voices and individuality through their art?
- Can you identify opportunities for children to extend their creativity and learning through art?



Activity

As a group, identify how your service collaborates and meaningfully engages with families, schools, external services and the wider community to develop support strategies for children transitioning to school.

- How have the strategies evolved over time?
- Do you seek feedback about the strategies, and how do you use this feedback to improve the strategies?
- If your service receives funding to deliver a preschool/kindergarten program, what are the related funding requirements?



Activity

Invite children and families who have started school to revisit your service or to complete a short survey.

- Ask the children to share their thoughts on starting school. What was challenging? What have they been enjoying at school?
- Ask families to share with you how the preschool/kindergarten program supported their child. What did they find useful? What did they think should be improved in the program?
- Reflect on their answers, thoughts and ideas. What might you celebrate or improve in your preschool/kindergarten program?



Multiple Choice

According to *Developmental Milestones and the Early Years Learning Framework and the National Quality Standards*, educators should seek advice if a 3 - 5 year old child:

- (a) is not understood by others
- (b) is not playing with other children
- (c) is not able to have a conversation
- (d) is not able to go to the toilet independently
- (e) **any of the above.**

Answer: It is important for educators to understand the sequence of typical development for children and seek advice if a child has atypical development.



Multiple Choice

In a Family Day Care (FDC) setting, a preschool/kindergarten program can be delivered by an Early Childhood Teacher (ECT) via:

- (a) a playgroup experience
- (b) a play experience in the home
- (c) an excursion
- (d) **any of the above.**

Answer: As long as the legislative and funding requirements (if applicable) are met, there are a number of avenues an ECT might use to deliver the preschool/kindergarten program.



Multiple Choice

A preschool/kindergarten program must include:

- (a) stencils and worksheets
- (b) a graduation ceremony/event
- (c) homework
- (d) **none of the above.**

Answer: The content of a preschool/kindergarten program is not prescribed within the *Education and Care Services National Law*. The NQS supports educators to provide age-appropriate, quality experiences that promote and foster children's agency, self-regulation and creativity and align with the learning outcomes of the approved learning framework.

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Multiple Choice

A preschool/kindergarten program includes:

- (a) daily routines
- (b) children's learning experiences
- (c) outdoor learning experiences
- (d) **all of the above.**

Answer: The program incorporates each experience a child is involved in while in attendance at an education and care service.



Multiple Choice

A successful transition to school strategy considers:

- (a) continuity of learning for each child
- (b) connection with the school each child will attend
- (c) developmental and learning needs of each child
- (d) **all of the above.**

Answer: A sound transition to school strategy supports each child to continue the development of their learning in a school setting.



Multiple Choice

Which NQS quality area includes information about the qualification requirements for an early childhood teacher at your service?

- (a) Quality Area 1 - Educational program and practice
- (b) **Quality Area 4 - Staffing arrangements**
- (c) Quality Area 7 - Governance and leadership
- (d) All of the above.

Answer: The underpinning regulatory requirements of Quality Area 4 include staffing qualification requirements and educator to child ratios.



Discussion Point

Consider how your service philosophy supports the implementation of the preschool/kindergarten program at your service.

Discuss the need to review your philosophy so that it reflects the service's pedagogical view of the preschool/kindergarten program.



Activity

At a team meeting, invite educators to consider what is essential to include in a preschool/kindergarten program. Each educator explains:

- why they consider these elements to be important
- where these elements are evident in the program
- how families are informed.



Discussion Point

As an educator, what strategies do you consider contribute to supporting each child to transition to school?

How do you ensure the strategies are suitable for every child?



Discussion Point

Families bring their own ideas about what they would like their child to do, to prepare for school.

- How does your preschool/kindergarten program support individual family's beliefs and values?
- If families' needs are different to your service philosophy, values and practice, what discussions are held with families?
- How do you explain the benefits of your preschool/kindergarten program and how it supports each child to prepare for school?



Discussion Point

How do you currently share children's learning and development, health and wellbeing information with the school that they will be attending?

What information is gathered from the school to share with the children and families?

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Discussion Point

The OECD Starting Strong V research tells us that ***'Quality transitions that are well-prepared and child-centred, managed by trained staff collaborating with one another, and guided by an appropriate curriculum, enhance the likelihood that the positive impacts of early learning will last through primary school and beyond'*** (OECD, 2017, p.19).

Unpack this quote by discussing how your service's approach to transitions will positively support children throughout their future school years.



Discussion Point

Play-based learning is described in the EYLF as 'a context for learning through which children organise and make sense of their social worlds, as they actively engage with people, objects and representations' (EYLF, 2009, p. 46).

- What do you define as 'play' at your service?
- How does your assessment and planning cycle promote learning through play to support children to achieve the EYLF learning outcomes?



Discussion Point

How is a play-based learning approach evident within your preschool/ kindergarten program?

How does your curriculum support play-based practices and learning?



Discussion Point

How does your preschool/ kindergarten program incorporate the five learning outcomes from the Early Years Learning Framework?



Discussion Point

How can educational leaders encourage and develop educator's articulation of the intent behind quality practices within the preschool/ kindergarten program?



Discussion Point

How does your preschool/ kindergarten program enhance educator to child interactions and relationships with colleagues and children?



Discussion Point

How are children's voices captured within your preschool/ kindergarten program?

- What does this look like in practice?
- How are children involved in the development and review of the educational program?



Discussion Point

Does your preschool/ kindergarten program provide opportunities for loose parts and deconstructed role play?

- What does it look like within the preschool/ kindergarten program?
- How are children involved in the development of this play?

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Discussion Point

What articles, publications, blogs, and podcasts do you reflect on to provide insight and to inform your preschool/ kindergarten program?

How are these shared within your team and service community?



Discussion Point

How does your service critically reflect on the preschool/ kindergarten program?

- How are children involved in this reflection?
- How is the community involved in this reflection?



Discussion Point

For children transitioning into an Outside School Hours Care (OSHC) service:

- How do you share information about the child with the OSHC?
- What information do you share with the OSHC?
- How do you encourage the development of a meaningful relationship between your service and the OSHC service?



Discussion Point

An educator's personal philosophy can influence the development and implementation of the preschool/ kindergarten program.

- What is your philosophy?
- How does it differ to your colleagues?
- How does it align with the service philosophy?
- How does your philosophy influence or inform the preschool/ kindergarten program?



Scenario

As a service leader in a rural and/or remote education and care service, you have experienced difficulty employing an early childhood teacher.

- How might you engage with another service to provide the children of your service with a preschool/ kindergarten program?
- What documentation might you gather to share with families about this arrangement?



Discussion Point

A Strategic Inclusion Plan (SIP) is a self-guided inclusion assessment and planning tool for services accessing the Inclusion Support Program (ISP).

How might a SIP need to be considered in a preschool/ kindergarten program?

To find out more about SIPs:
www.docs.education.gov.au/node/40836



Discussion Point

What role can a Reconciliation Action Plan (RAP) play to support and/or complement a preschool/ kindergarten program?

To find out more about RAPs:

- www.reconciliation.org.au
- www.narragunnawali.org.au



Scenario

In planning the preschool/ kindergarten program, an educator suggests using stencils, found online, for children who have shown an interest in learning about space and the universe.

As the educational leader, how would you respond to this and why?

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Scenario

A family is visiting your service to potentially enrol their child. They mention being impressed with their previous service's use of a homework book. As part of a 'school readiness' program, this was sent home with activity stencils each week. This practice does not align with your service philosophy and practice.

How might you respond to the family?



Scenario

During a staff meeting, an educator mentions that a parent has asked why children aren't encouraged to write out sentences as part of the preschool/ kindergarten program.

To reassure the family that literacy plays an important part in their child's learning experiences, how would you showcase that literacy is built into your preschool/ kindergarten program?



Scenario

Each year, your service has a meeting for families of children attending school the following year.

At the meeting a parent asks, 'How are you getting my child ready for school?'

How would you respond to this question?



Scenario

A parent whose 4 year old child finds separation difficult, asks you if their child is ready for school.

- How would you respond?
- What information can you share with them about how your preschool/ kindergarten program is supporting the child?



Scenario

The service is holding an information session for families on transitions and, in particular, the transition to school.

You have a number of families attending who have children with additional needs.

What messages do you think are important to include during the session?



Scenario

When reviewing your Quality Improvement Plan (QIP), you have identified the need to undertake further critical reflection on the intentional teaching opportunities within the preschool/ kindergarten program.

How might you critically reflect on this aspect of the preschool/ kindergarten program?



Activity

As a team, reflect on your own experiences at preschool/ kindergarten.

- What do you remember most about your experiences?
- Do you remember your educators?
- Do you remember your friends?
- Have your personal experiences shaped your current practice as an educator?



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