



ACT
Government

Education and Training



Turner School

Term 4, 2021 - Turner Preschool Term Letter

Dear Parents/Carers,

Welcome back to Term 4! We would like to acknowledge and thank you for the way that you have collaborated with us to support your child's learning through lockdown. Working together as a team between home and school gives the best outcomes for your child! Allison will be in touch before Week 3 to update you on procedures for returning to school, and we look forward to seeing your children face to face before too long.

As with last term, we would like to start this letter by referring you to our preschool philosophy, which underpins everything we do. We welcome feedback on these statements and you are always welcome to make suggestions to your child's teacher.

Preschool Philosophy

Because we believe in the value of play and that children learn best when engaged in meaningful play-based experiences, ***every day in our preschool you will see*** children engaged in unhurried, uninterrupted play experiences that support their ideas, interests, learning needs and culture in authentic, open ended environments.

Because we believe that all children are capable learners and come with a sense of agency, ***every day in our preschool you will see*** children co-constructing learning with educators and peers with opportunities to inquire, experiment, take risks, have a voice and celebrate their culture and achievements.

Because we believe that families are the first and most important educators of children and that children learn best when strong partnerships are formed between families and educators, ***every day in our preschool you will see*** open, regular and two way communication about children and their learning needs with opportunities for family involvement and input.

Because we believe that children learn best when they have a deep connection with educators who encourage children to inquire and take ownership of their learning, ***every day in our preschool you will see*** educators modelling just enough to show them how and why; listening, questioning and encouraging children to take risks.

Because we believe that children learn best when actively participating as part of a community, ***every day in our classroom you will see*** educators supporting children from diverse cultures, backgrounds and abilities to practise acceptance, tolerance, understanding and resourcefulness.

PRESCHOOL PROGRAM

Early Years Learning Framework

At Turner Preschool we continue to provide a play-based program, whether online or after we return to face-to-face learning. This means that children have the opportunity to engage in unhurried and sustained investigations and learning experiences, interacting with each other and staff to enhance learning. *Being, Belonging and Becoming: Early Years Learning Framework for Australia (EYLF)* focuses on developing children's learning under five broad outcomes:

- Outcome 1:** Children have a strong sense of identity
- Outcome 2:** Children are connected and contribute to their world
- Outcome 3:** Children have a strong sense of wellbeing
- Outcome 4:** Children are confident and involved learners
- Outcome 5:** Children are effective communicators

Inquiry

Our 'big ideas' continue this term, in order to develop deep understanding of key concepts. The preschool unit of planned inquiry this term is *Who are we Together?* This builds on the previous questions of *Who am I* and *Who am I in my relationships and in country?* Coming back together as a group after lockdown provides many opportunities (and celebrations) for this big question.

Our group times continue to offer opportunities for reflective thinking and 'wonderings', as well as supporting children to think and explore how their actions affect others.

We are looking forward starting some transitions to Kinder this term. We will be in touch later in the term with more details of this. We can see such growth in the children over the year, as they come closer to entering 'big school'!

Literacy

Children have many opportunities to recognise and write their own names and develop their representations of ideas through pictures, paintings and writing symbols. We also encourage rich conversations to develop oral language – listening to others and building on ideas. Through imaginative and problem-solving play, children develop their vocabulary and stretch their thinking. Rhyme and alliteration (e.g. in familiar nursery rhymes and songs) tune children into sounds within words. These are all wonderful foundational skills as our preschoolers move towards formal schooling.

Numeracy

Group time and interactions with educators (and parents!) provide purposeful opportunities to count and talk about numbers for different purposes. While children are playing outside, they often count – for example, counting the number of jumps they are doing, counting down seconds as a way of timing turns on the swing or counting how many pieces of equipment they are packing up. Both reciting the number sequence and pointing and counting (one-to-one correspondence) build early concepts of number.

We are looking forward to another exciting term of learning, and value working with you to support your children. Please contact us at any time to discuss any issues of concern or simply to touch base.

Annie, Grace, Liga, Sofia and Trina
Executive Teacher - Jocelyn