



2018

Marlins

3-5 Years Old

Staff: Paula, Nicole, Maria and Support
person

Marlins

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Our service Philosophy in Regards to the Children

We see children as unique and capable individuals, who come to our Service with their own interests, talents, skills, abilities, aspirations and ideas.

As educators, we are well trained, committed and passionate. We value, respect and appreciate each child's uniqueness. We believe that children have a right to be active participants in their own learning and must be empowered to express their views and ideas.

A child's opinion must be valued and respected for its validity to their perspective and their autonomy and initiative needs. As educators, we will protect and cherish the innocence of children and consistently provide a safe, nurturing and secure environment.

As we unpack the Early Years Learning Framework (EYLF) we will work alongside your child to actively promote their learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills.

Our Centre and the Benefits of Play

Our centre is based around learning through play. Below is a list of the benefits associated with this type of learning.

- **Cognitive development – play stimulates children’s imagination, aids problem solving and contributes to children’s creativity**
- **Emotional development – play helps children understand adult roles, overcome their fears and develop feelings of self-agency and belonging**
- **Social development – play provides opportunities for children to learn to cooperate, negotiate, resolve conflicts, practice leadership skills and learn self-advocacy**
- **Health – free physically active outdoor play has been recognised as an important strategy for keeping children healthy**
- **Language and Literacy skills – play increases children’s vocabulary, their understanding of the double meanings of words and provides the basis for story structures**
- **Mathematical concepts – play helps children learn about spatial relationships i.e. proximity, direction, shapes and quantity i.e. quantifiers, number concepts**

Welcome to the Marlin Room

Just like their name sake “finding, hooking, and landing marlin can be extremely challenging, often demanding considerable skill and teamwork”.

The Marlins are between the ages of 3-5 years old. They all differ in their developmental stages and personalities which lead to a variety of teaching techniques.

Generally the children in this group are quite independent. They eat by themselves, they are able to go to the toilet with little to no assistance and become increasingly responsible for their own personal agendas. Parents are very welcome to use the service as a playground for their children on the days they are not attending the service to become more familiar with the environment faster. We ask that parents bring their children before 10:30 or after 2pm so to ensure the children who attend do not get disturbed.

Preschool Program - Getting Ready For School

The early childhood teacher and the educators in the Marlin room work towards these guidelines to prepare the children for when they go to school.

Defining school readiness and transition to school programs

A school readiness program refers to the daily program which is implemented all year round to promote the development of skills which are optimal for children to possess before commencing school. A transition to school program refers to the additional activities that are offered towards the end of the year to help prepare children for a smooth transition to a school environment.

The main objectives of a school readiness and transition to school program

The most important factors associated with a successful start and continued learning at school relate to a child's social and emotional development. Therefore, the centre's primary objective is:

- **To develop and enhance children's social and emotional development;**
- **To develop skills, abilities, and characteristics which promotes children's ability to become successful learners;**
- **To familiarise children with a school environment;**
- **To increase awareness of a school routines, rules, and expectations; and To develop realistic expectations of "big school".**

NB: Whilst early literacy and numeracy is important for preschoolers, formal reading, writing and counting are not important indicators for school readiness.

Indicators that a child is ready for school

A child is ready for school if they display the following skills, characteristics and maturity:

- **Ability to problem solve;**
- **Ability to communicate effectively with peers and teachers i.e. communicate needs, ask and answer questions, retell stories;**
- **Ability to deal with, and solve conflict fairly;**

- Ability to form friendships;
- Ability to relate to teachers;
- Ability to follow instructions and directions from staff;
- Ability to take responsibility for their own belongings;
- Ability to take responsibility for their own behaviours and actions;
- Ability to focus and not be easily distracted;
- Ability to work independently;
- Ability to share and turn take;
- Ability to play cooperatively to meet a common goal;
- An awareness of rules and reasons for them;
- Ability to dress themselves, ties shoe laces, use velcro or buckles, toilet independently, wipe nose, wash hands, and open own lunch and school bag;
- Ability to separate from parent;
- Ability to sit still and concentrate;
- Ability to share an adults attention with other children;
- Ability to adapt to new environment and experiences;
- Displays an understanding of functional print;

Suitable skills for a child to acquire before starting school

Remember the following are not essential criteria in determining if a child is ready for school:

- Can recognise own name in written format;
- Can write own name;
- Begins to recognise letters of the alphabet;

- Begins to print a few letters from the alphabet;
- Begins to recognise and print a few numbers;
- Draws pictures with detail;
- Sorts objects according to category;
- Demonstrates the concept of opposites;
- Hold writing implements using correct grip;
- Uses scissors with safety and control;
- Recognises shapes and colours;
- Can finish a task and tidy up afterwards;
- Participates in imaginative play;
- Understands sequence of events;
- An awareness of road safety and stranger danger.

What to Bring

Life can get pretty messy especially when you're a child. In their own bag each child should bring to the centre every day:

- A legionnaire or wide brimmed hat for maximum sun protection
- A water bottle with fresh water
- Two sets of a whole change of clothes i.e. two pairs of socks, two pants and so on
- Two pieces of fruit or vegetables

Keep note that their clothes should be appropriate to the weather. Keep a jacket in their bag throughout all of winter and longer tops and pants and short sleeve tops and shorts during summer. And remember **LABEL EVERYTHING!**

Daily Schedule

The daily schedule changes throughout the year to accommodate the weather.

Summer Program

7:30 Children arrive at the centre and begin play in the outdoor playground. Parents must apply sunscreen on their children before they drop them off.

9:00 Morning tea

9:30 Soccer training for the children who participate or outdoor play for the children who do not wish to take part

10:30 Depending on what projects they are working on and different learning activities, the children may go inside for group time during this time

11:30 Lunch

12:00 The children settle onto their beds for a sleep or to have a rest. As they wake there are quiet activities set out for them to engage in

2:00 Group time

2:30 Afternoon tea

3:00 Dance class for the children who participate or indoor activities for the children who do not wish to take part

3:30 Outdoor play

4:30 Late snack

5:30 Centres Closed

Winter Program

7:30 Children arrive at the centre and begin play indoors

9:00 Morning tea

9:30 Soccer training for the children who participate or indoor/outdoor play for the children who do not wish to take part depending on the weather

10:30 Depending on what projects they are working on and different learning activities, the children may go inside for group time during this time

11:30 Lunch

12:00 The children settle onto their beds for a sleep or to have a rest. As they wake there are quiet activities set out for them to engage in

2:00 Group time

2:30 Afternoon tea

3:00 Dancing class for the children who participate or quiet indoor activities for the children who do not wish to take part

3:30 Indoor/Outdoor pending on the weather

4:30 Late snack

5:30 Centres Closed

Cultural Calendar

The following table is a calendar that outlines cultural events and learning areas that the children will be learning about throughout the year. The column current events, allows space for what is going on in the world at that time.

The calendar is always open to suggestions throughout the entire year. Families can add any ideas they may have.

Grievance Procedure

All parents or guardians are encouraged to discuss any concerns with the room leader or the Nominated Supervisor as soon as possible. No concern is too small or silly to be discussed or dealt with.

We kindly request that although it is very tempting to allow your children to bring toys from home to ease the transition of the morning drop off, to leave the toys at home, as these toys tend to get lost or broken quite easily and this can be devastating for your children.

Final Note

We will do our best to ensure that each child is cared for as their individual needs are met with understanding and compassion and that the families of our centre feel happy and supported.