



Allenby Gardens Preschool

Non-Department for Education (Non-DfE) Service Providers Working on Site Policy



Government of South Australia
Department for Education

At Allenby Gardens Preschool we recognise that a collaborative approach benefits a child's development and as such, value communication and cooperation with families, therapists, and other involved parties.

Parent permission is required before Non-DfE services can work with children on site. All therapists must abide by this Non-DfE Service Providers Working on Site Policy, provide required documentation, and sign the licence agreement before commencement.

To avoid an overabundance of adults on the floor at any given time, therapy is usually scheduled as **fortnightly visits not exceeding an hour in duration**. Changes to timetabling will be accommodated wherever possible but **this must be negotiated in advance** to determine suitability.

When working in a Department for Education site, it is essential that all non-department employees stay in **direct line of sight of an Allenby Gardens Preschool educator** while working with children.

We encourage therapists to take advantage of the modelling from typically developing peers and the naturalistic play setting and equipment on offer, whenever possible. **Clinical, one to one therapy sessions are not able to be accommodated during preschool sessions.**

We recognise that the novelty of therapists' presence and their equipment can attract more children than are practical to manage. When this serves to disadvantage the targeted child, we will endeavour to find solutions whereby our preschool, play-based focus is met, while maintaining beneficial circumstances for the child and therapist.

We value our teacher directed group learning times and ask that therapists do not engage in activities that might disrupt the group time. We utilise a wide range of strategies to encourage communication, regulation and engagement so can collaborate with therapists bringing a range of philosophies into play.

All interventions must align with DfE policies, Allenby Garden's Philosophy and the dispositions-based philosophy of the Early Years Learning Framework, V2. This being the case, some approaches, such as those that are strictly behavioural, may not be suitable for delivery at preschool.

We ask **therapists to be mindful of the motivators they employ at preschool** and any negative impacts on the child's ability to function as a member of the cohort, that might ensue. We work towards all children having the complement of skills conducive to group inclusion and peer learning. If a child has learnt to replace a disruptive or alienating self-regulating behaviour with a more age appropriate, dignified strategy we might ask therapist to encourage the latter. If a therapist's interactions reinforce a behaviour that will later have the child repelled from play with other children (e.g., knocking down blocks) they will be asked to consider a different approach.

We value the preschool routines and recognise how important these are to children's sense of confidence, independence, and sense of belonging. **We ask therapists to be mindful of maintaining the daily routines.** We would encourage therapists to be mindful of interactions that might encourage a regression to infantile or maladaptive behaviours, for example, treating running away or hiding from adults as a game.

We value robust professional discussion, interdisciplinary cooperation, and a spirit of collaboration to maximise each child's learning, social and wellbeing outcomes. We ask that therapist be mindful of when and how they communicate with early childhood teachers/leaders in the centre and invite them to make a suitable time to discuss their client.



Allenby Gardens Preschool Philosophy



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At Allenby Gardens Preschool we acknowledge the Kurna people, the traditional owners of the land on which we learn. We pay respect to the Elders, past present and emerging.

At Allenby Gardens Preschool we create an environment that fosters strong and positive relationships as we know this supports children's learning and a sense of belonging. We believe children, educators and families do this through a sense joyful and curious playful learning. We build strong relationships with families and value their role as the child's first educators.

We believe through exploration and play children develop a strong social and emotional wellbeing essential for their future learning and development.

At Allenby Gardens Preschool we listen to and value the contribution of all families and support them to participate fully in the preschool program and access groups such as the preschool parent committee.

We foster positive relationships with the wider community including the school.

At Allenby Gardens Preschool educators take a holistic approach toward children's learning and development, are respectful of and recognise the rich potential of every child.

At Allenby Gardens Preschool children are active participants in their learning.

Children:

- Develop autonomy and independence and make choices and decisions about their learning.
- Become critical and creative thinkers and contribute to decision making and problem solving.
- Develop positive dispositions for learning toward becoming confident, resilient risk takers.
- Develop skills to form positive relationships.
- Build an understanding and respect for the natural environment.

Educators work collaboratively to:

- Provide an active learning environment that empowers children to become critical and creative thinkers.
- Respond to children's ideas, interests, and inquiries to develop children's skills, knowledge and understanding.
- Create play spaces and stimulating experiences to engage children in open-ended learning.

Our approach is underpinned by the principles, practices and learning outcomes of the Belonging, Being and Becoming, Early Years Learning Framework and the National Quality Framework. We are also guided by the United Nations Convention on the Rights of the Child.

The above philosophy statement was reviewed and approved by staff and parent community in November 2022.