



Preschool physical activity and media procedure

Associated National Quality Standards	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
QA 1: 1.1, 1.2, 1.3 QA 2: 2.1.3 QA 3: 3.1.1, 3.2.1	Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011 The Education and Care Services National Regulations	The following department policies and relevant documents can be accessed from the preschool section of the department's website; Social Media Policy

Pre-reading and reference documents

Wellbeing, pg. 35

National Physical Activity Recommendations for Children 0-5 years Commonwealth of Australia 2009

http://www.health.gov.au/internet/main/publishing.nsf/Content/health-publth-strateg-phys-act-guidelines#rec_0_5

Get Up and Grow healthy Eating and Physical Activity for Early Childhood Directors Handbook, Commonwealth of Australia 2009.

[http://www.health.gov.au/internet/main/publishing.nsf/Content/EA1E1000D846F0AFCA257BF0001DADB3/\\$File/HEPA%20-%20A4%20Book%20-%20Directors%20Book%20-%20LR.pdf](http://www.health.gov.au/internet/main/publishing.nsf/Content/EA1E1000D846F0AFCA257BF0001DADB3/$File/HEPA%20-%20A4%20Book%20-%20Directors%20Book%20-%20LR.pdf)

Staff roles and responsibilities

School principal	<p>The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> the preschool is compliant with legislative standards related to this procedure at all times all staff involved in the preschool are familiar with and implement this procedure all procedure are current and reviewed as part of a continuous cycle of self-assessment
Preschool supervisor	The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection. This includes:

	<ul style="list-style-type: none"> Analysing complaints, incidents or issues and what the implications are for the updates to this procedure. Reflecting on how this procedure is informed by relevant recognised authorities. Ensuring changes are communicated with families and communities via our Preschool Facebook page, copies available to families when requested and procedures for review displayed on notice board at the Preschool entrance. Leading discussion with immediate staff around updates in procedures. Each month all updated procedures are situated in the Preschool and school staff rooms and are accessible to all staff for reading to ensure practice is embedded.
Preschool educators	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> all staff in the preschool and daily practices comply with this procedure storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers being actively involved in the review of this procedure, as required, or at least annually ensuring the details of this procedure's review are documented.

Procedure

Overview	<p>Telarah Public School Preschool recognises the importance of physical activity for young children. The purpose of this policy is to ensure that children in care are supported and encouraged to engage in active play, develop fundamental movement skills and that digital media use is limited in line with current recommendations.</p> <p>Adequate physical activity promotes bone health, is protective against obesity and is beneficial for child social, psychological and fundamental movement skill development. Through active movement a child becomes stronger, coordinated and can explore the capabilities of their body. The time children are at the service may be their best opportunity for active play each day. Setting limits around time and usage of the TV, computer or other technology also means that children will have more hours available for active, creative or outdoor play.</p> <p>Fundamental movement skills are the building blocks for more complex and specialised skills that children need throughout their lives so they can competently and confidently play different games, sports and recreational activities. Fundamental movement skills include running, catching, jumping, kicking, galloping, leaping, hopping, dribbling a ball, side-stepping, striking a ball, underarm rolling and over arm throwing.</p> <p>This policy also supports the <i>National Physical Activity Recommendations for Children 0-5 years</i>.</p>
Strategies 1	<p>Promote physical activity and skill development</p> <p>The service will:</p> <ol style="list-style-type: none"> Support and encourage children's physical activity through planned (intentional) and spontaneous active play experiences Develop educational programs that are appropriate for each child (needs, interests, abilities)

	<ol style="list-style-type: none"> 3. Aim to provide active play time opportunities for at least 25% of daily opening hours (e.g. outdoor play, group time, music and movement etc.) 4. Aim to provide planned (intentional) and spontaneous Fundamental Movement Skill (FMS) development daily. The exploration of FMS will be deliberate and purposeful and stem from children's interests and needs. Teaching techniques recommended for skill development include demonstration, age appropriate feedback, opportunities for exploration and practice, co-constructing, problem solving, adaptation of activities to suit different skill levels and allowing for all children to experience success . 5. Adopt a participatory approach, emphasising fun and participation rather than competition 6. Encourage and support Educators to be positive, enthusiastic and active 7. Ensure staff provide verbal prompts to provide children with encouragement and positive reinforcement to participate in active play 8. Ensure inclusive practices for all children including those from culturally and linguistically diverse backgrounds and those with special needs
<p>Strategies 2</p>	<p>Limit Digital Media and time children spend being sedentary</p> <p>The service will:</p> <ol style="list-style-type: none"> 1. Consider time allocated to digital media use in care with regard to the National recommendation of no more than 1 hour day for children 2-5 years and the likelihood that digital media may be used at home before and after hours of care. 2. Prioritise digital media use for educational purposes and/or encouraging children to move around and be active 3. Share with families the recommendations and the importance of developing positive screen time habits in the early years.
<p>Strategies 3</p>	<p>Ensure all staff members have appropriate knowledge and skills in the area of physical activity</p> <p>The service will:</p> <ol style="list-style-type: none"> 1. Support regular physical activity education for primary contact staff 2. Include information on the physical activity policy as part of staff orientation
<p>Strategies 4</p>	<p>Provide a physical environment that promotes physical activity and skill development</p> <p>The service will:</p> <ol style="list-style-type: none"> 1. Ensure that the indoor and outdoor physical environments provide adequate space and resources to facilitate active play and allow children to practice fundamental movement skills 2. Outdoor spaces provide opportunities for children to explore and experience the natural environment 3. Provide space, time and resources to support children to create their own opportunities for physical activity 4. Follow safety procedures and risk management strategies when implementing physical activity

Strategies 5	<p>Ensure communication with families regarding physical activity, skill development and limiting digital media use for recreation</p> <p>The service will:</p> <ol style="list-style-type: none"> 1. Routinely consult and inform parents and carers of physical activity practices and policies when undergoing development or review 2. Have policies available for families and invite them to read the policy 3. Communicate regularly with parents and provide information and advice on active play, fundamental movement skill development and limiting digital media use for recreation. For example newsletters, orientation days, information sessions and informal discussions 4. Invite families to attend and participate in physical activity experiences with their children where appropriate
Strategies 6	<p>Monitoring and review</p> <p>The service will:</p> <ol style="list-style-type: none"> 1. Record and monitor children's physical activity progress as part of routine observations of children's development. This will include time spent in active play, sedentary activities and progress with fundamental movement skills 2. Report on physical activity and digital media use goals and achievements in the services Quality Improvement Plan (QIP) where appropriate, annual reports or management committee meetings. 3. Include physical activity as part of a standing item on the staff meeting agenda (e.g. Healthy Lifestyles, or Munch and Move). <p>Review the physical activity and digital media policy every year.</p>

Record of procedure's review
Date of review and who was involved
12/11/22 Aimee Vincent, Cathy Banister, Beth Cameron, Jordan McPhail, Andrea Lundy, Natalie O'Donnell and Julie Greedy.
Key changes made and reason/s why
Updated to reflect current practices
Record of communication of significant changes to relevant stakeholders
A copy is displayed on the noticeboard at the entrance of the Preschool and copies are available for preschool families to take home if requested. The procedure is posted on the Preschool Facebook page. All relevant educators to review at the regular staff meeting.

Copy and paste a new table to record each occasion the procedure is reviewed