



Springwood and District Preschool Kindergarten

Program Curriculum Policy

Legislation:

Education and Care Services National Law Act 2010

Education and Care Services National Regulation 2018

Early Years Learning Framework

Rationale:

Out of home educational spaces such as preschools can play a significant role in education of young children. In order to provide a curriculum that supports young children's learning and helps educators to create meaningful learning experiences Springwood and District Preschool Kindergarten has a responsibility to outline its curriculum aims and procedure for achieving these aims. Springwood and District Preschool Kindergarten recognises that a curriculum for children that is based on contemporary theories and practice about how children learn, grow and develop is essential and supports the National curriculum (The Early Years Learning Framework) . The curriculum also takes account of the unique factors and context of the diversity of families, cultures and the local community in which Springwood and District Preschool Kindergarten is located. Our Curriculum sets out to optimize children's success both in the short term and through the long term ie; throughout their educational journey.

Aim:

- To foster the confidence and feelings of self-worth through an appreciation of the worth and uniqueness of each child.
- To promote the development of independence through encouragement and opportunities for each child to explore his/her own capabilities.
- To foster harmonious interaction with peers and adults through positive reinforcement, modeling and opportunities to practice and develop socially acceptable strategies in group situations.
- To encourage positive attitudes of acceptance, respect and equity to all others regardless of gender, race, culture, background, socio-economic status or additional needs, through the use of positive models and appropriate resources.
- To foster the development of appreciation of the child's physical environment understanding of the environments relationship to his/her own needs and those of others and to develop positive attitudes and knowledge for its care and conservation through activities related to all developmental areas.



- To adhere to the Education and Care Services National Law, section 168 and 323; and the Education and Care Services National Regulations, regulation 73, 74, 75 and 76.

Children are confident and involved learners

- To foster the ability to acquire and organise knowledge and information for developing skills in problem solving, classification, seriation and numeracy, through the provision of developmentally appropriate learning experiences relevant to each child's lifestyle

Children are effective communicators**Children have a strong sense of identity**

- To promote the development of appropriate levels of receptive and expressive language in each child through positive modeling, encouragement and opportunities to participate in a variety of formal and informal language experiences.

Children have a strong sense of wellbeing

- To develop a positive attitude to health and physical fitness through encouragement and participation in a variety of challenging but developmentally appropriate physical activities and daily routines.
- To foster the development of confidence and skill in gross motor activities in each child through participation in a variety of activities designed to exercise and coordinate the use of large muscles.
- To foster the development of fine muscle control and strength in each child through the provision of a variety of appropriate activities.

Children are connected with and contribute to their world

foster interest in and aesthetic appreciation of creative works through the provision of quality visual, auditory and tactile experiences and demonstration of personal appreciation.

- To foster the ability for each child to express him/herself creatively through art materials, music, language and literature, by providing encouragement and opportunities to explore a variety of creative, quality mediums.

Procedure:

- At Springwood and District Preschool Kindergarten, our Curriculum refers to everything that Early Childhood Educators do to support children's learning and development, the whole experience of the child and the child's family at the service.
- The development of our curriculum is facilitated through the educator's ongoing professional development, so it is a living and dynamic process that changes over time and is responsive to current needs..
- Our curriculum is based on 'Belonging, Being, Becoming – The Early Years Learning Framework for Australia'.
- Components of our curriculum include;
 - Our interactions with children
 - The facilitation and encouragement of children's interactions with each other
 - Preparing the physical environment, equipment and materials, ensuring safety measures are met at all times
 - Indoor and outdoor time
 - Active and passive play
 - Individual, small group and large group opportunities



- How we structure our daily routine
- Supporting and providing interest based experiences
- Child initiated, educator initiated experiences
- Documenting children's learning
- Critical reflection
- Networking with other professionals in the children's services community, including colleagues and parents.
- Parents role and participation
- The content of the children's experiences and the provisions educators make for the children relates to the community, the preschool and the lives and interests of children who attend the preschool.
- Within our pedagogy children initiate their own learning, through a focus based on belonging/being/becoming. There is no set way for learning to occur. Learning is dynamic often occurs minute by minute with educators facilitating learning by raising possibilities, descriptions and explanations, asking questions, answering questions and making suggestions.
- We recognise that learning is a process and therefore our focus is upon the processes that children engage in upon their journey towards an end product, rather than the finished product itself. Therefore the children will not always have work to bring home.
- We will provide a high quality curriculum for children and families in accordance with the commitments to the rights of children and the principles of social justice.
- Springwood and District Preschool Kindergarten is made up of people who are different from each other in many ways. As part of our curriculum we ensure that our service is a place where concepts of democracy, equity and social justice are not only discussed but are more importantly enacted in practice. This is achieved through;
 - Cultural diversity being integrated into every aspect of the children's experience; music, art, language, dramatic play etc.
 - For children with an additional need, at our preschool, the child is the focus, not the additional need. Our curriculum is an inclusive curriculum. Educators are continually reflecting on each child and all the children in the group and what will match and extend their abilities, strengths and interests. (See Children with Additional Needs Policy)
 - Particular efforts are made in collaboration with families and the ATSI community to support the children to identify and be proud of their cultural background.
- We endeavor to promote and support life enhancing relationships. These relationships appear in many kinds; for example, children and other children, professionals and children, children and their families, professionals and families etc. Through these relationships children feel a sense of belonging, view themselves as unique and valued, and have relationships of respect and care. These relationships are developed through professionals;
 - being a role model
 - a facilitator of play
 - encouraging interactions and relationships.
- Children experience relationships as they experience them. Through them they learn to relate to others, their lives are enriched and they in turn enrich other lives.
- The educators practice in ways that acknowledge the child as capable and resourceful. Children are engaged in a wide range of opportunities within the learning environment that support and extend on their current interests and abilities. It is our role to identify the interests and strengths of each child and nurture them. This is documented through programming formats and child individual records .



- The educators at Springwood and District Preschool Kindergarten critically reflect on the curriculum. In critically reflecting on the content of our curriculum, we seek to develop content that builds from what children know, honours their cultural experience and knowledge, and extends children's capacity to be active in their own learning. Educators critically reflect on all aspects of the curriculum. This is achieved through our critical reflection document on an individual and team basis.
- Parent input and participation is important for curriculum development and the children's well being. Parents are encouraged to become involved in the curriculum to the level at which they feel comfortable, working in partnership with the educators and children to enhance our curriculum.
- We encourage parents to share their interests and abilities with the children. We recommend that parents make time to spend with the children – watching the daily slideshow and participating in discussions about the children's interests.
- We encourage parents to discuss their child's learning with the educators informally each day and formally when required. We encourage parent feedback in regards to service delivery. Parents are given the opportunity to do this through parent surveys and parent feedback forms.

Individuals

- Educators read each child's Belong, Being, Becoming information in relation to child's interests and needs as well as parent expectations. This is followed up by a verbal discussion to develop the beginning of the partnership in regards to the child's learning.
- Each child has individual documentation records that are updated with observations, goals, parental input. These documents are available for parents at all times.
- Parents/care givers are sought out during the orientation and term one to help work together with us to provide a great preschool experience for every child. This begins with speaking individually with families as well as completing a written Belonging, Being & Becoming form. This helps the team to support every child settle within the preschool environment.
- Children accessing other support services have a continual partnership with these support services to ensure their individual needs are provided for in a holistic manner.
- A Reflection of the year based on the 5 learning outcomes of the EYLF is completed on all children later parts of the year, depending on each individual child this maybe a transition to school statement, or a developmental summary.

Holistic Program

- A weekly program sheet for both the indoor and outdoor environment is completed and displayed in each room The program covers all areas of a child's development incorporating the Principles, Practices and Learning Outcomes of the Early Years Learning Framework.
- We firmly acknowledge the importance of the presence of play, discovery, experimentation, investigation, creation, problem solving and free choice within an early childhood environment. We create stimulating, exciting and aesthetically pleasing environments to achieve this, so as to invite, sustain and extend children's learning and development in all areas.
- We believe in providing children with the opportunity to be responsible for their own learning. Consequently our environment is flexible and provides choice and encourages autonomy and self-reliance and agency.
- Other areas of the program include;



- Language group time
- Music/Movement group time
- Meal times
- Brain & body boosters (based on munch and move)
- relaxation
- Transitions

Spontaneous

- Each learning centre on the program is set up with the process of it being safe, aesthetically pleasing, showing cultural competence, promoting interest and providing children with the opportunity to explore without specific requirements from the educator.
- Projects will be developed to meet the current interests and needs of the children instilling a sense of 'Belonging, Being and Becoming' as they progress through various stages of the project. All of which allows the child to have meaningful learning moments through play whilst allowing them to also just 'be'. These play moments may be in small groups encouraging social competence or an individual child.
- Educators will always be on hand for guiding children when needed to ensure a positive responsiveness to the children.
- The program is evaluated holistically regularly basis during room meetings and informally with all educators. The reflection forms the basis for the ongoing planning and programming cycle. All educators then develop the program for the following week. This ensures critical reflection, continuity, holistic approaches, intentional teaching, cultural and social competence with an overall assessment of the learning that has occurred for children individually and in groups.

Documentation

- A weekly program will be displayed in each room for parents to see.
- A daily routine will be displayed (see copy of this below)
- Documentation of children's experiences is integral to our program because it records children's progress and tells the story of the children's learning journey. These visual, written and/or symbolic representations of children's thinking help to inform families about the processes involved in children's learning and learning outcomes. It also highlights the quality of the educators teaching.
- Observations
 - Educators use a range of methods to observe and record children's learning. These can include anecdotal and running records, samples of children's work and photos.
- Collating information
 - Each child has individual documentation that may contain work samples, observations, scripts from recorded discussions, photos of children engaging in projects and stories written about and with children provide a rich collection of information. In addition, the reflective commentary of educators goes beyond describing the event but to interpreting and explaining the thinking and learning processes that children have been involved in.
- Displaying documentation
 - Displaying some of the children's work within the preschool comes with the children's support/approval and assistance. Much thought goes into these displays by educators and children and they become part of the learning process, not just a task undertaken by educators to cover wall spaces in the preschool. Displays are



arranged aesthetically and respectfully and in places accessible to children and families.

- Using documentation
 - Educators use documentation to reflect on their practices, on how they approach decision-making and how professional judgments are made across a range of situations. Educators analyse the purpose and meanings and learning outcomes for children. Children describe what is happening and reflect on some of their initial thoughts and ideas. Collaborative decisions are then made about what are the next steps to take, how the documentation will be used, and how/where it will be stored, e.g. in their portfolio or displayed.
- The program consists of an indoor/outdoor program designed into learning spaces
 - Program is evaluated/ reflected on in a diary
 - A group time format providing detailed equipment, objectives and plan of the group time
 - Daily jottings recording brief ob's of children and other important occurrences/conversations throughout the day
- Intentional teaching is planned each week with spontaneous observation recorded when unplanned teachable moments occur. These are also followed up and information placed in child's file.
- Although all children at Springwood and District Preschool Kindergarten have intentional teaching provided and are assessed on a regular basis there are many children within Springwood and District Preschool Kindergarten who require added support to assist them to reach their potential. These children often have support services working collaboratively with families and Springwood and District Preschool Kindergarten to ensure the learning is suited to their individual need. This involves more regular incorporation of intentional teaching with both educators of Springwood and District Preschool Kindergarten and the support services involved.
- All children at Springwood and District Preschool Kindergarten are supported in a caring and respectful environment that promotes security and a connection to the community as they are encouraged to be involved in the day to day routines of the service.

Springwood and District Preschool Kindergarten Preschool Routine

Is located in the classrooms

- The routine is flexible adjusting to weather, staff and children's needs.
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• Links to Quality Areas and Standards:		
Quality Area 1		Educational Program and Practice
Standard	1.1	The educational program enhances each child's learning and development.
Standard	1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
Quality Area 2		Children's health and safety
Standard	2.1	Each child's health and physical activity is supported and promoted.
Standard	2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.
Standard	2.2	Each child is protected.
Quality Area 3		Physical Environment
Standard	3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
Quality Area 4		Staffing Arrangements
Standard	4.1	Staffing arrangements enhance children's learning and development.



Standard	4.2	Management, educators and staff are collaborative, respectful and ethical.
Quality Area 5		Relationships with children
Standard	5.1	Respectful and equitable relationships are maintained with each child.
Standard	5.2	Each child is supported to build and maintain sensitive and responsive relationships.
Quality Area 6		Collaborative partnerships with families and communities
Standard	6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
Standard	6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
Quality Area 7		Governance and Leadership
Element	7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Standard	7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.
Element	7.2.1	There is an effective self-assessment and quality improvement process in place.

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- **Source:**
- Because It Matters P/L
- Australian Children's Education and Care Quality Authority (ACECQA) (2009) *Belonging, Being, Becoming: The Early Years Learning Framework for Australia*.
- https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf
- Early Childhood Australia (2006). *Code of Ethics*. Canberra, ACT. Early Childhood Australia.
- Department of Education, (Feb 2018) *Education and Care Services National Regulations*.

Policy Reviewed by: _____ Approved by: _____

Signature: _____

Date: ____/____/____

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Next Review Date: ____/____/____

