

DEVELOPMENT, EDUCATION AND PROGRAMMING POLICY

Rationale

Young children learn best through playing and doing. Through play children learn to form relationships with adults and other children and in doing so develop a sense of *belonging*. They apply their existing knowledge and experience to new situations and challenges and in this way they extend their learning. By actively experiencing objects, people, and events, children can learn about the world in which they live and how to belong in it. *Being* recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. Children's identities, knowledge, understandings, capabilities, skills and relationships change during childhood. They are shaped by many different events and circumstances. *Becoming* reflects this process of rapid and significant change that occurs in the early years as young children learn and grow.

Educators respect children's rights not to participate. We are flexible in our approach to programming and will change experiences to take into account spontaneous and intentional learning.

Experiences are aimed at capturing the integrated and complex learning and development of all children and the outcomes of the Early Years Learning Framework (EYLF), which are:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

Aim

The preschool aims to provide a program that covers all aspects of child development while catering to the individual needs, strengths and interests of the child. The educators at Pied Piper Preschool have a vision that all children should experience learning that is engaging and builds success for life and a love of learning.

Through their experiences and relationships at Pied Piper Preschool the children will strengthen their sense of *belonging*, *being* and *becoming*.

Pied Piper Preschool follows the Early Years Learning Framework, and believes that children learn best through play.

Statutory Legislation and Considerations

- Education and Care Services National Regulations 2014: 73,74,75, 76
- Links to National Quality Standard: 1.1, 1.2, 6.1, 6.2, 7.2



Implementation

- The program will reflect the preschool's philosophy
- The program is the sum of everything that happens within the preschool, including the experiences, intentional teaching, spontaneous events and learning, strategies, routines and transitions.
- The preschool strives to empower children by using their thoughts, interest and ideas as the basis of the program.
- The program will incorporate activities (experiences/provisions/provocations) along with routines, transitions and strategies for individual children and groups.
- The program will cover indoor and outdoor play with a goal to provoke curiosity and wonder, and to encourage the children's ability to observe, perceive, explore, investigate, imagine, make choices and problem solve.
- The children will be introduced to a wide range of social and cultural experiences, family types and different ways of doing things so they will learn to value diversity, learn to accept challenges they may face and become fully realised members of society.
- The program will take a strong stance in promoting and supporting Aboriginal culture and traditions, and to reflect the cultures of all children enrolled.
- The program should encourage the growth and development of the child as a whole. Skills such as creativity, curiosity, independence, self-help skills, decision-making and negotiation will be fostered through daily routines and occurrences.
- Programs will be flexible enough to allow for spontaneity, enjoyment and the unexpected
- Programs will include opportunities that foster and enhance friendships between children, individual child/staff interactions, individual and group interests, and the individual/additional needs, interests and talents of every child
- The program will reflect an approach to experiences that values processes and end products and acknowledges and values children's efforts
- Children will be encouraged to choose experiences for themselves and staff will be available to support children in this decision making process. Positive interactions will be encouraged and supported between staff and children and children and their peers.
- A digital display of some of the planned and spontaneous learning experiences will be available each day for families through the photos on the screen in the foyer.
- Program information may also be communicated via Skoolbag app, and the program boards outside each playroom.
- The program will be accessible to parents.

Educators will:

- provide a balanced play and interest based program that acknowledges individual development and growth, personal preferences, parental input/goals and that allows children to learn and develop at their own pace while providing for different learning styles.
- reflect on the content of their contributions to the program to ensure they are acknowledging and providing opportunities for children to engage in:
 - sustainability experiences
 - music, dance and movement along with frequent singing
 - science, technology and enquiry
 - art and creativity
 - dramatic, imaginative and fantasy play
 - language and literature

- contact with nature and nature-based play, including the use of natural materials
 - Munch and Move program principles
 - cooking and food related experiences
 - fine motor play
 - construction based play
 - literacy and numeracy
 - self-help skills
 - experiences that challenge them physically where managed in terms of developmental appropriateness, risk assessment and the confidence of individual children
 - cultural experiences that reflect Aboriginal and other cultures
 - other curriculum areas
- work in partnership with families and source information regarding the child and families' vision and goals for their child's time at preschool through discussions, sharing of observations, information and portfolios and responding to the information provided in the *All About Me* forms.
 - use the program as a means of communicating individual and group planning to other room staff, casuals and families
 - have access to and actively use the National Quality Framework and Early Years Learning Framework
 - be provided with opportunities to further their knowledge of child development theories and practice through access to in-service courses, in-house staff development and resource including text books and journals/publications

In terms of documentation, educators will:

- be allocated a focus group of children whom they will observe in an individual and group context. Regular observations will be made on each child, taking into consideration attendance patterns and staff/child absences
- maintain an up-to-date portfolio on each child. Children's portfolios are developed to maintain an ongoing story of the child's development while they are in our care
- strive to ensure follow-ups happen within a reasonable time after the observation to retain relevance and currency
- observe portfolio protocols as published from time to time
- ensure they are planning for individual children on the program as a result of observations and reflections
- use a range of observation methods in each child's portfolio. These may include work samples, learning stories, and a range of observational formats
- continually strive to build the quality, presentation and content of the portfolios for which they are responsible
- evaluate planning for individuals and groups regularly and as soon as possible after the implementation of the program
- keep jottings and notes in their own notebooks to share at the fortnightly Room Meetings. These notes will then form the basis of the Reflective process of each team. These may include, but are not restricted to:
 - observations on individual children – either focus children or other children
 - reflections on routines, room set-up, transitions, etc
 - evaluations of experiences/planning
 - concerns about children
 - messages from parents
 - other points to be discussed at the Room Meetings

POLICY AVAILABILITY

The Development, Education and Programming Policy will be readily accessible to all staff, families and visitors, and ongoing feedback on this policy will be invited.

REVIEW

Management and staff will monitor and review the effectiveness of the Development, Education and Programming Policy regularly. Updated information will be incorporated as needed from sources which may include regulatory or peak bodies.

ACKNOWLEDGEMENTS

Policy prepared by: Trudy Magus Date: June 2016		
Policy ratified by Management Committee		
Signed:	Title:	Date:
Signed:	Title:	Date:
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Recorded as: Development, Education and Programming Policy (My Documents/Policies/Current and Updated Policies)		