

## SECTION 1 CHILDREN'S PROGRAM POLICIES

### 1.3 Curriculum and Programming Policy

#### **Introduction:**

A high quality early childhood program is one that focuses on the 'whole child' and provides ample opportunity for children to lead their own play-based learning. It provides for intentional teaching moments that are gained from our knowledge of the children we are educating and allows for children to take risks and challenge themselves.

#### **Aim:**

1. To provide a program which encourages children to be actively involved in the learning process, to experience a variety of developmentally appropriate activities and materials, to pursue their own interests in the context of life in the community and world.
2. To program activities that will stimulate social, emotional, physical, intellectual, language and creative development for children.
3. To provide a program that reflects the centre's philosophy and goals
4. To provide a program that allows for flexibility and spontaneity and child led experiences.
5. To plan a culturally diverse and inclusive program with a wide variety of learning activities.
6. To plan programs and establish routines that will assist the children with transition to the next stage of their development.
7. To establish a warm, secure relationship between each child and educator. This will ensure children settle into the centre quickly and develop a sense of trust in the educator and their environment.

#### **Process:**

1. All centre educators will work as a team under the guidance of the Educational Leader in preparing and/or implementing the curriculum. The curriculum will be planned to reflect the centre's philosophy and goals.
2. Educators will plan realistic curriculum goals for children based on assessment of individual needs and interests. Educators will keep individual developmental files on all children.
3. Each room will display a written program for the parents' information.
4. Modifications will be made in the environment for children with additional needs. Educators will make appropriate, professional referrals where necessary with parental permission.
5. The daily schedule is planned to provide a balance of experiences on the following dimensions:
  - Indoor/outdoor
  - Active/Passive
  - Individual/small group/large group
  - Large muscle/small muscle
  - Child initiated/educator directed
6. Materials and equipment will reflect the cultural diversity that exists in our society and will avoid stereotyping of any group.

7. Educators will provide a variety of developmentally appropriate experiences and materials that are selected to achieve the following goals:

- Foster positive self concept
- Develop social skills
- Encourage children to think, reason, question and experiment
- Encourage language development
- Enhance physical development and skills
- Encourage and demonstrate sound health, safety and nutritional practises
- Encourage creative expression
- Respect cultural diversity of educators and children.

8. Children should be able to choose from among several experiences the educators have planned or the children initiate.

9. Educators will respect the child's rights to choose not to participate at times.

10. Educators will conduct smooth un-regimented transitions between activities. Transitions are to be integrated into the program as learning opportunities.

11. Educators will be flexible enough to change planned or routine experiences according to the needs and interests of the children, to cope with other situations, eg weather changes.

12. Routine tasks will be incorporated into the program as a means of furthering children learning self help and social skills.

13. Educators will plan programs using the Early Years Learning Framework and with a Reggio Influence.

14. Educators will monitor and record children's development through the use of observations, checklists, profiles, learning stories and photographs.

16. Educators will plan programs that help to develop skills that reflect all developmental areas.

SOURCE: Early Years Learning Framework, National Quality Framework, Australian Curriculum, Reggio Emilia Approach to Early Childhood Education.

<https://www.reggioaustralia.org.au>

[www.decd.sa.gov.au/teachingandlearning/a8\\_publish/.../content.asp](http://www.decd.sa.gov.au/teachingandlearning/a8_publish/.../content.asp)

[deewr.gov.au/early-years-learning-framework](http://deewr.gov.au/early-years-learning-framework)

**Relates to Quality Area 1: Educational Program and Practice**, standards 1.1, 1.2,  
National Regulations 73-76, section 168, section 323