

Programming and Curriculum

Quality Area 1 – Educational Program and Practice

National Quality Standard 1.1; 1.2;

ECS National Laws 168; 323

ECS National Regulations 73;74, 75; 76.

Muswellbrook Pre School Kindergarten Inc.

**INTRODUCTION**

At Muswellbrook Pre School Kindergarten, we believe that a high quality early childhood program provides a safe and nurturing environment that meets the individual needs and promotes the physical, social, emotional and cognitive development of the children involved in the program.

The Early Years Learning Framework describes childhood as a time of Belonging, Being and Becoming. Through the framework’s five learning goals educators will assist children to develop;

* A strong sense of identity
* Connections with their world
* A strong sense of wellbeing
* Confidence and involvement in their learning and
* Effective communication skills.

**Muswellbrook Pre School Kindergarten and all our Educators will:**

* Work as a team in preparing and/or implementing the program/curriculum. The program/curriculum will be planned to reflect the Pre School Philosophy, Early Years Learning Framework, National Quality framework, Education and Care Services National Regulations and goals of children.
* Plan realistic program/curriculum goals for children based on observation and assessment of individual needs and interests.
* Keep an individual developmental summary on each child.
* Encourage parents to provide background information on their child’s routines

and interests. They will also be encouraged to contribute information/stories about their

family culture, special events, holidays, etc.

* Seek and include children’s thoughts and ideas when planning the program.
* Maintain and display daily programs and reflections that provide snapshots of the program for the parents’ information and comment.
* Ensure that modifications will be made in the environment for children with additional needs. Staff will make appropriate, professional referrals where necessary with parental permission.
* Ensure the daily schedule is planned to provide a balance of experiences indoor/outdoor, active/passive, individual/small group/large group, large muscle/small muscle, child initiated/teacher directed.
* Materials and equipment will reflect the cultural diversity that exists in our society and will avoid Cultural and Gender stereotyping of any group.
* Provide large blocks of indoor and outdoor structured and unstructured play

activities every day to ensure that all children have the opportunity to be involved in

physically active play.

* Respect the child’s rights to choose not to participate at times.
* Conduct smooth un-regimented transitions between activities. Transitions are to be integrated into the program as learning opportunities.
* Be flexible enough to change planned or routine experiences according to the

needs and interests of the children, to cope with other situations, e.g. weather changes.

* Ensure that appropriate staff/child ratios, according to the National Regulations will be maintained at the Pre School at all times.

Reviewed on 15 June 2017

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| Signed by | Name | Signature | Date |
| Committee |  |  |  |
| Nominated Supervisor |  |  |  |

Due for Review June 2019

**Related Documents**

* Belonging, Being and Becoming: The Early Years Learning Framework for Australia (2009)