Program Policy

Quality Area 1: Educational program and practice

Standard 1.1: An Approved Learning Framework informs the development of a curriculum that enhances each child's learning and development

Standards 2.2: Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

Our aim is to provide experiences that reflect a high quality early childhood program providing a safe and nurturing environment that meets the individual needs of each child and promotes the physical, social, emotional and cognitive development of the children involved in the program.

- Experiences are to be provided in both structured and unstructured learning times that cater for children’s individual needs, interests and are age appropriate.

- Information will be gathered from families upon enrolment regarding the child’s needs, interest and family backgrounds. This information is treated as confidential and allows Educators to provide experiences that interest and extend children’s current development. We feel that it is important to develop a partnership between parents and Educators to ensure that consistency between home and the Service occurs and that the best possible care is provided.

- The Service uses the Early Years Learning Framework (EYLF) – Being, Belonging, Becoming as a basis for curriculum planning. The program is play-based which encourages the children to choose those resources and activities that they wish to engage and that interest them. Using the children’s interests as a starting point the Educators then use intentional teaching techniques to facilitate and encourage the children to explore and extend their knowledge, thinking and skills.

The Service also adopts the Australian Government Department of Health and Ageing (2009) Get up & grow - healthy eating and physical activity for early childhood recommends:

Children aged 2-3 and 3-5 years should:

- Be physically active for three hours spread throughout the day
- Not be sedentary for more than one hour at a time except for sleeping
- Be limited in their watching of television and use of other electronic media (DVD's, computer and other electronic games) to less than one hour a day

Children, parents and Educators will be encouraged to work together in the development of the program being offered within the Service

- All Educators will work as a team in preparing and/or implementing the curriculum. The curriculum will be planned to reflect the service’s philosophy and goals of children
• Educators will plan realistic curriculum goals for children based on observation and assessment of individual needs and interests. An individual portfolio on all children will be established and maintained which will include a regularly updated developmental summary.

• The room will maintain and display daily journals that provide snapshots of the program for the parents' information and feedback.

• Modifications will be made in the environment for children with special needs. Staff will make appropriate, professional referrals where necessary with parental permission.

• Materials and equipment will reflect the cultural diversity that exists in our society and will avoid Cultural and Gender stereotyping of any group.

• A conscience balance between indoor and outdoor experiences will be planned for.

The program 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 practices
- Encourage creative expression
- Respect cultural diversity of staff and children
- Respect gender diversity

The program will be guided by observations on children that have been reflected on and then followed up as per our programming procedure.

- Head Educators for each room are to receive at least two hours (spread throughout the week) of non-contact time per week to plan their program and complete observations.

- Educators work together to produce an interest based, child serviced program. This program will be evaluated and extended upon daily, then weekly.

- Through interacting with children during unstructured learning times Educators are able to discover the child’s interests and extend upon these in a relaxed, spontaneous atmosphere. Educators will interact with children in a way that encourages and challenges them to extend their thinking and interests.

- Educators will respect the child’s rights to choose not to participate at times.

- The rooms are set up with designated areas, which remain the same for consistency, only changing to support children’s interests or safety. The children are provided with a large
range of choices of activities and are responsible for packing away these activities when they are finished with a particular project. We wish to instil in children a sense of care and respect for their equipment.

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

- The environment and program will be engaging and supportive of each child’s interests and needs.

- The environment and program will encourage free choice in selection of experiences.

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

- Appropriate staff/child ratios, according to the licensing regulations will be maintained at the Service at all times.

- Portfolios will be given to families at the end of the year to review and discuss. It is hoped that the portfolios provide an accurate and precise record of each child’s development and time spent at the Service.

- Transition will be introduced over a period of three weeks to allow the child to feel comfortable and settled in moving forward into the prep at the end of the year. Special consideration will be given to international students in that consent will be obtained from respective caregivers due to the departure of international students.


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