



Fraser Park Preschool-7 School



Government of South Australia
Department for Education

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Education, Curriculum and Learning Policy

NQS

QA1	1.1	Program	The educational program enhances each child's learning and development.
	1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
	1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
	1.2	Practice	Educators facilitate and extend each child's learning and development.
	1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
	1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
	1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
	1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
	1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
	1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
	1.3.3	Information for families	Families are informed about the program and their child's progress.

National Regulations

Regs	73	Educational programs
	74	Documenting of child assessments or evaluations for delivery of educational program
	75	Information about the educational program to be kept available
	76	Information about the educational program to be given to parents

EYLF

LO1-	All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices.
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Aim

Educators aim to create positive learning environments and guide experiences for each child in conjunction with their family. Educators will observe children and facilitate their learning to provide each child with an individualised portfolio by documenting their learning throughout the year. Children and their families will be encouraged to participate in the ongoing process to promote engaged learning.

Related Policies

Additional Needs Policy
Child Protection Policy
Continuity of Education and Care Policy
Educator and Management Policy
Enrolment Policy
Excursion Policy
Food, Nutrition and Beverage Policy
Health, Hygiene and Safe Food Policy
Immunisation and Disease Prevention Policy
Infectious Diseases Policy
Medical Conditions Policy
Orientation for Children Policy
Physical Activity Promotion Policy
Physical Environment (Workplace Safety, Learning and Administration) Policy
Record Keeping and Retention Policy
Interactions with Children Policy
Technology Usage Policy

Implementation

Our Educational Leader is Brad Hill

The role of the educational leader is to work with educators to provide curriculum direction and to ensure children achieve the outcomes of the approved learning framework.

Our service is committed to the Early Years Learning Framework (EYLF).

Observations of all children enrolled in our service will be documented and kept for future reference and reflection, through use of portfolios. Children's portfolios will be available for a child's family members to look at but remains the property of Pulyeri for the duration of the child's enrolment. Portfolios will be added to regularly by educators, families and children and reflected upon by educators to ensure programming for each child remains relevant to their interests and developmental stage.

Early Years Learning Framework

- Each child's learning will be based on their interests and strengths and guided by our educators.
- Educators must work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.

- Every child will be equally valued and their achievements and learning celebrated.
- Educators will observe and record the strengths and learning of each child.
- Educators will work closely with children and families to generate ideas for the curriculum.
- Learning Outcomes will be linked to the curriculum during and after each child's learning has occurred. The curriculum must not be pre-programmed to match specific Learning Outcomes.
- The curriculum will be based on the children's interests, educators extending children's interests, spontaneous experiences and family input.
- Where appropriate, Pulyeri will liaise with external agencies and support persons to best educate and care for children with additional needs.
- Where appropriate, the curriculum (play and learning experiences) will build and develop each child's Learning Stories, Portfolio and Observations of each child's strengths and achievements.
- The curriculum will be evaluated and reflected upon by educators.

Learning Experiences

"Play is essential for optimal development and learning in young children."
(Play at the Center of the curriculum, Van Hoorn et.al. 2015)

The learning experiences at Pulyeri are play-centred. Play enables children to build their social, emotional, physical and intellectual capacities in ways which value their identity and nurture their developmental needs. This gives the children opportunities to develop their understandings of who they are and where they fit in their world.

- Children are encouraged to express themselves creatively through a wide variety of indoor and outdoor learning experiences.
- Children's fine and gross motor skill development is promoted through a wide variety of learning experiences including manipulative play, block play, sensory play, dramatic play, drawing, gardening, running, climbing and riding tricycles.
- Numeracy and science concepts along with exploration of natural aspects of our environment are encouraged through block play, building, cooking, water play, sensory play, collecting natural materials, exploring, creative play and gardening.
- Language development is encouraged through educators modelling language, singing, stories, games, rhymes, play experiences and Accelerated Literacy.

- Social/emotional and independence skills are strengthened through learning experiences involving role- play, dramatic play, group games, self-help tasks and the Fill Your Bucket program.
- Music and movement activities encourage physical, social and creative areas of a child's development.
- Road safety, personal hygiene and nutrition are built into the weekly program.

The learning experiences are facilitated and assessed by educators to nurture the children's development individually and as group members. Educators will work in conjunction with families to provide learning experiences that are relevant to each child and tailored to their specific needs. A child's home language, culture and religious practices will be accepted and included in the program.

From this, educators will assess the child's needs and plan ways to meet these needs. We evaluate this program weekly ensuring we stay on target and help each child to reach their full potential. The program will be displayed in Pulyeri. We welcome any suggestions and are happy to answer questions from family members.

EYLF Learning Outcomes

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

Sources

Education and Care Services National Regulations 2017

National Quality Standard

Early Years Learning Framework

Van Hoorn, J. Nurot, P. Scales, B. Alward, K. (2015) *Play at the center of the curriculum* 6th ed.

Review

The policy will be reviewed every 2 years. The review will be conducted by: Governing Council, Employees, Families, and Interested Parties.

Review	Changes made	Reason
May 2018	NQS Elements	NQS Update

Revised May 2018 Ratified October 2018