



Murray Bridge Preschool Kindergarten

Educational Program

Policy statement

The educational program is based on knowledge, ideas, culture, abilities, and interests of each child as shared with educators by their parents, observed by the educators and contributed by the children. The program is documented by educators, and this documentation also includes parents' and children's contributions. Educators assess individual children's learning as part of an ongoing cycle of planning, documenting and evaluation. All documentation relating to the program is readily available to parents through Storypark, Learning Plans, and Centre books and displays.

Strategies and practices

- The Centre implements the Early Years Learning Framework (EYLF) and is guided by the EYLF's five principles:
 - Secure, respectful and reciprocal relationships
 - Partnerships
 - High expectations and equity
 - Respect for diversity
 - Ongoing learning and reflective practices.
- The dimensions of the program supports children in celebrating the EYLF's outcomes:
 - 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.
- Our program is also informed by the Department for Education Indicators of Literacy and Numeracy, and educators will observe and document children's progress using the 8 indicators.
 - I understand the language of my world
 - I use language to connect with my world
 - I engage with texts and make meaning
 - I represent my world symbolically
 - I quantify my world
 - I explore and understand my place and space in the world
 - I measure and compare my world
 - I analyse, read and organise the data in my world

- The Centre's designated Educational Leader oversees the program and facilitates collaboration between all educators. The educational program is discussed in team meetings, and educators are provided with professional development opportunities.
- Parents' verbal and written input is integral to the program and is actively sought from parents in a range of ways. At enrolment and orientation, the Nominated Supervisor explains the Centre's program to parents.
- Parents are provided with a pamphlet on the EYLF, and the Parent Information book contains further information on the EYLF and the educational program at the Centre.
- Each child's knowledge, ideas, culture, abilities, and interests are the foundation of the program. Families are invited to fill out a Family Information form at the start of the year and communicate regularly with educators in conversation and using the Storypark program.
- Each child's sense of agency is promoted, enabling them to make choices and decisions and influence events and their world. Children's voice is heard on a daily basis in choosing activities, resources and setting up the environment. Children are invited to contribute to program decision making at least termly via the Activity selection proforma.
- The indoor and outdoor learning environments are arranged and well resourced with materials which are age, developmentally and culturally appropriate, and meet the children's interests. Parents and children are asked to contribute ideas for resources and to the arrangement of these environments. Each day, children can select resources (e.g. books, toys, puzzles, bicycles, sand, climbing equipment), decide how they will use them and whether they will use them alone or with others. Educators respond to children's ideas and use intentional teaching to scaffold and extend each child's learning.
- Indoor and outdoor learning environments reflect natural elements, and include quiet soothing places where children may have time to be alone, as well as places where they can engage in creative activities.
- Educators reflect - individually and as part of the team - on all aspects of the education program, and use these reflections for continuous improvement on programming and service delivery. Reflection happens on a daily, fortnightly, termly and annual basis.
- When appropriate, educators use intentional teaching strategies (e.g. discuss, question, scaffold, explain, encourage) to extend children's learning. We also intentionally teach children awareness of topics such as child protection curriculum, sun protection, fire safety, water safety, healthy eating, handwashing and general hygiene.

- The program, including routines, is organised to maximise opportunities for each child's learning. It allows for extended periods for children to engage in learning. Meal times are unhurried social occasions. Rest and relaxation is included in the program through mindfulness activities, quiet spaces to retreat to and group stories and activities.
- Educators observe each child's responses to the program both as an individual and as part of a group, assess the child's progress towards the outcomes of the EYLF, and document the observation and assessment. We use this documentation to meet each child's individual needs. The documentation is available to parents.
- Every child is supported to participate in the program. Where appropriate, the Centre liaises with support services and other agencies on ways to best provide education and care for children with additional needs.