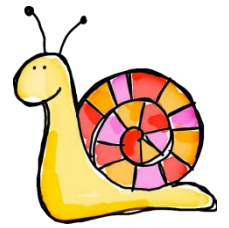


Learning Through Play



Program and Curriculum

At Preschool we value a play based curriculum where children learn through play and planned experiences led by children's interests and strengths and intentionally planned for and guided by our educators. We use the national Early Years Learning Framework (Belonging, Being & Becoming) to plan for, monitor and assess children's learning. Fundamental to the Framework are five Learning Outcomes designed to capture the integrated and complex learning and development of all children across the birth to five age range.

The outcomes are:

Children have a strong sense of identity

Children find out about themselves, how capable they are, and their place in the world through their experiences with others. Having self-knowledge will enable children to be sensitive to the lives of others and to understand that they have the power to make choices in relation to consequences.

Children are connected with and contribute to their world

Children are, foremost, members of their own family, but as they grow and develop this frame of reference increases and multiplies. They learn that they have rights along with responsibilities with respect to their social and geographic worlds, and so do other people and other children.

Children have strong sense of wellbeing

If children grow up to be healthy, active and confident, they will be better prepared for learning about their world and its' potential. They will be more positive about the stresses and challenges of everyday life.

Children are confident and involved learners

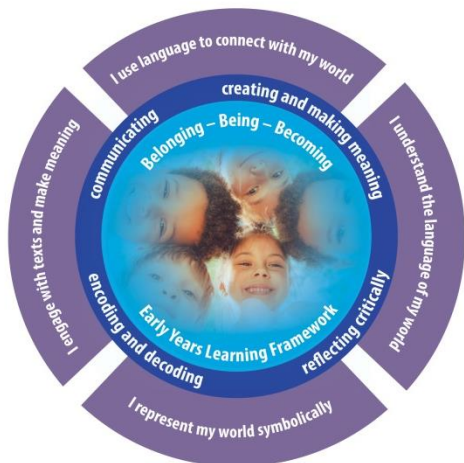
Children learn in many different ways and use their learning for a variety of different purposes. The range of activities they experience during their early years will impact on how variously their learning will manifest and provide a resource for them to use in their exploration of their worlds.

Children are effective communicators

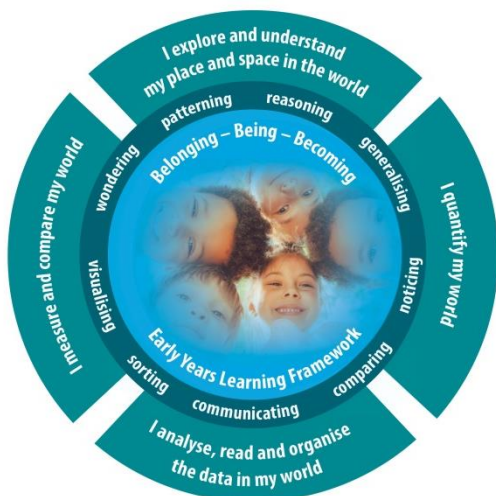
Children learn to communicate in different ways as they increasingly interact with their worlds. Their behaviours become more complex and diverse as they access the wider range of experiences presented to them. Their knowledge and conceptual development becomes richer and enables them to understand and express themselves more confidently and consistently.

Literacy and Numeracy Indicators

We plan, monitor and assess children's learning during play using the Department of Education Literacy and Numeracy Indicators.



Literacy is the capacity, confidence and disposition to use language in all its forms. Literacy incorporates a range of modes of communication including music, movement, dance, story telling, visual arts, media and drama, as well as talking, listening, viewing, reading and writing. Contemporary texts include electronic and print based media. In an increasingly technological world, the ability to critically analyse texts is a key component of literacy. Children benefit from opportunities to explore their world using technologies and to develop confidence in using digital media.



Numeracy is the capacity, confidence and disposition to use mathematics in daily life. Children bring new mathematical understandings through engaging with problem solving. It is essential that the mathematical ideas with which young children interact are relevant and meaningful in the context of their current lives. Educators require a rich mathematical vocabulary to accurately describe and explain children's mathematical ideas and to support numeracy development. Spatial sense, structure and pattern, number, measurement, data argumentation, connections and exploring the world mathematically are the powerful mathematical ideas children need to become numerate.

Positive Education

The Williamstown School and Preschool are part of a Positive Education partnership of local schools. We use the Friendly Schools and Kimochis programs to teach social and emotional skills.

Child Protection Curriculum

It is a fundamental principle in Australian society that parents have the responsibility to protect their children and keep them safe.

Australia supports a United Nations agreement that children are to be protected from all forms of abuse, exploitation and violence. Abuse may be sexual, physical and emotional. Australia has laws to prevent and respond to the abuse or neglect of children. In South Australia this law is called the *Children's Protection Act*. Under this Act people who work and volunteer in schools, preschools and care settings are called mandated notifiers. This means that they must report child abuse or neglect if they have reasonable belief that a child is being harmed. All people employed in the DforE receive regular training in this responsibility. When people report child abuse it is a confidential exchange of information with the Department of Families and Communities. Schools, Preschools and Child-Care Centres have the responsibility to protect children and keep them safe when they are under their care. Schools and Centres work with parents and other agencies to keep children safe.

One of the ways they contribute to children's safety is through teaching the Child Protection Curriculum. The Child Protection Curriculum teaches all children from a young age, in an age appropriate way about:

- Feelings, being safe and warning signs
- Our rights and responsibilities, Identity and relationships, trust and networks
- Privacy and the body, safe touching, recognising abuse, secrets
- Strategies for keeping safe

Parents/caregivers are informed when the Child Protection curriculum is to be taught and what will be taught. Parents/caregivers are encouraged to talk to their children and the teachers about the Child Protection program. Educators have specialised training to teach the Child Protection curriculum.