

Educational Program



Policy

We understand every child is created and loved by God and therefore we will actively promote the development of values such as love, forgiveness, respect, trust, tolerance, kindness, sharing, giving, friendship, manners, self-control, patience, gentleness and obedience and sportsmanship. This will be achieved in various ways - the educator's example, role play, Bible stories, Christian songs, grace before meals, etc.

Background

Program planning should reflect the knowledge that young children learn through hands-on, positive experiences and active manipulation of the environment, as well as through interactions with and guidance from parents and staff, and that such learning contributes to their development and independence. The National Quality Framework aims to raise quality and drive continuous improvement and consistency in education and care services. The National Quality Standard sets a new national benchmark for the quality of education and care services. The National Quality Standard is divided into seven Quality Areas, of which one is "Educational Program and Practice." The National Law and Regulations require Janelle Street Centre to provide a program that is based on the Early Years Learning Framework - Belonging, Being and Becoming.

Practices

This Centre will ensure that our educational programs meet the national guidelines. The educational program contributes to the following Early Years Learning Framework outcomes as well as principles and practice to encourage children to

- have a strong sense of identity;
- be connected with and contribute to their world;
- have a strong sense of wellbeing;
- be confident and involved learners; and
- be effective communicators.

Our program encourages children to be actively involved in the learning process, to learn from a wide variety of developmentally appropriate activities and materials, and to pursue their own interests in the context of life in their community and in the wider world. As a result, our program focusses on the preparation of materials that meet the developmental activities and needs of children.

The program is a vital part of children's experience in the centre. It includes the daily timetable, the availability and use of resources (materials and equipment), the routine activities and the transitions between activities.

The program is also supplemented by the spontaneous events that arise daily. The children's own interests are added to the program which emphasises individual and small group experiences and whole group experiences. The child's environment is managed to cater for individual and group needs by using observations to change and vary concrete experiences.

As far as possible we seek to provide a balanced program which:

- Provides active and quiet activities, indoor and outdoor activities, whole group activities, small group activities and individual activities;
- Gives all children access to all activities;
- Has a multi-cultural perspective;
- Encourages a partnership with parents, and

- Is age-appropriate.

Parents and carers are welcome to discuss their own child's individual development records by speaking to the room educators, if appropriate, or making an appointment with educators. Educators will not discuss progress of the child in front of the child.

Sources

- Department of Education, Employment and Workplace Relations – www.dewr.org.au (accessed October 25, 2023)
- www.acecqa.gov.au/ (accessed October 25, 2023)

Adopted: March 07, 2012

Review No. 11: October 12, 2023