



## PROGRAM POLICY

(This is one component of our Child Safe Environment Policies and Interactions with children policies)

### AIM

The Foundation of our program is based on relationships. Through strong, respectful, high expectation relationships children feel safe, secure and supported. This supports them to engage in all aspects of the preschool program and develop into individual, confident and knowledgeable self-identities. The Preschool recognises the importance of partnerships with families and communities in supporting our children to thrive.

Our Program is supported by documenting children's learning, experiences, interests, beliefs and development. This guides planning to support children to both master their skills and engage in ongoing learning.

The staff provide developmentally appropriate learning experiences that adapted to suit the individuality of each child, inclusive of their culture, language, interests and level of skill.

### PROCEDURE

Staff will:

- Observe children, their needs and strengths, then plan an age-appropriate program with an evaluation and reflection on the child's experience and progress.
- Program and plan for all aspects of the preschool routine and environment using a wide range of experiences.
- The Program is displayed to be shared with families.
- Frequently and positively interact with children and colleagues.
- Create respectful and reciprocal relationships and connections with children through everyday interactions.
- Listen to the children with attention and respect and encourage them to express their thoughts and feelings.
- Provide an inclusive environment by ensuring modifications are made to support the engagement of children with additional needs and/or considerations.
- Use documentation and knowledge of child health and development to refer families to support services when necessary.
- Keep an up to date register of available support services available.
- Provide opportunity without barriers regardless of race, religion, culture, family, structure, or gender. (Equality vs. Equity vs. Removal of Barriers)
- Provide at least one small group per day that will include a variety of stories, language, music/movement and news items to encourage discussion and exploration of knowledge and ideas.
- Plan and implement opportunities for independent play, small and large group exploration, and small group activities.
- Support the inclusion of home language and develop relationships with families to encourage their involvement within the service.
- Collaborate with children about routines, experiences, and independence.
- Plan for opportunities for peer scaffolding
- Plan excursions to support collaboration within the community, concepts of belonging, ongoing learning, and the development of the children and/or exposure to varied learning experiences.
- Follow the Sleep and Rest Policy to ensure the children's needs of sleep, rest and relaxation are met.

**The observation, reflection and evaluation process to be used to compile developmental records is:**

- Staff will record observations on each child as they explore, play and engage within preschool.
- Observations will include a mixture of learning through play, intentional teaching, and assessment of learning observations.
- An individual portfolio is kept reflecting the observations that are collated and interpreted to support the development of the child. The EYLF, knowledge of child development and childhood theory support the observation, reflection, and evaluation process.
- An age-appropriate developmental guide along with the EYLF outcomes is used for each child to monitor the child's developmental strengths, interests, and barriers/emerging skills.
- The weekly program is planned to meet the developmentally appropriate interests and needs of the children.

**To evaluate the effectiveness of these activities for each child, the staff discuss the observations daily and the program on a regular basis. The staff**

- Note the participation and interest of each child in the planned activities and experiences.
- Record observations of each child's skills across all areas of development.
- Adjust according to each individual child's needs.

### **PARENT/GUARDIAN INPUT**

**We are committed to Parent/Guardian involvement in our program –**

- The Staff view the family networks as a child's first place of being and belonging. We recognise and value the knowledge of their child and work with them in supporting their children to develop individual knowledgeable and confident self-identities.
- Parents/Guardians have access to their child's portfolio each day. These are taken home each term and families are encouraged to provide information and feedback to the preschool.
- Daily interactions with families support the development of relationships and information sharing.
- Parents/Guardians are encouraged to organise a meeting for a formal discussion about their child, their needs and their ongoing development.
- The Management Committee and Approved Provider are made up of Parents/Guardians and community members. They are actively involved in the ongoing review of the Quality Improvement Plan, Policies and Program.
- Parents/Guardians have access to educational material through our resource library, digital resources and upon request.
- Parents/Guardians are invited to attend the pre-school and share their interest and/or personal or professional skills at an organised time planned with the room leader.
- Parents/Guardians are encouraged to attend monthly management meetings. Minutes are available through our website following each meeting.
- Monthly internal newsletters are used to inform, notify and seek input from the families as well as share knowledge and understanding about child development.
- The Community is kept informed through a monthly article in the Lennox Wave.