



Program and Curriculum Development Policy

The Rumpus Room Children's Centre is a Child Safe Organisation.

Aims:

To ensure educational program and practice at the Centre remains at a high standard at all times.

To implement the Early Years Learning Framework to enhance and further develop the learning opportunities for children in our care.

Explanation:

All children are valued and respected. They have equitable opportunities to realise their God given potential, within a learning environment that nurtures children's learning and development. Every child is a unique person, with their own interests, learning style, growth timetable, and culture. When given the time, space, and opportunity to interact in a meaningful environment, a child can construct new ideas and link them to existing knowledge.

The children are viewed as capable, independent learners who come to preschool with an abundance of skill, knowledge and understanding. The program is planned around their interests and experiences, building on their skills and recognizing their capabilities. The program is dynamic and ever changing, challenging, fulfilling and interesting.

Implementation:

The Early Years Framework – Belonging, Being, Becoming allows children to experience play-based learning that is engaging and builds success for life. The five Learning Outcomes are 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 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.

The educational program enhances each child's learning and development. 1.1 It is based on an approved learning framework. Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators. 1.1.1 It is Child-centred. Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. 1.1.2 It views the program as learning



opportunities All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning. 1.1.3 The program is outworked through considered Practice. 1.2. Educators facilitate and extend each child's learning and development. They use Intentional teaching practice where educators are deliberate, purposeful, and thoughtful in their decisions and actions. 1.2.1 Educators use responsive teaching and scaffolding in responding to children's ideas and play and they extend children's learning through open-ended questions, interactions and feedback. 1.2.2 The learning is Child directed. Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world. 1.2.3 Assessment and planning is vital to good programming and Curriculum development. Educators and co-ordinators take a planned and reflective approach to implementing the program for each child. 1.3 In the 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. 1.3.1 Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation. 1.3.2 Families are informed about the program and their child's progress. 1.3.3.

The learning environment is unhurried and aims to facilitate each child's learning while resisting the inclination to increase academic pressures. Children are extended and learning is supported but never to the point where they will feel frustrated or that they have failed.

Staff observe and listen to children and parents to develop and expand the program. The program is embedded in the learning environment.

Our Learning Environments:

- Focus on the whole child, acknowledging that social, emotional, physical, intellectual, aesthetic, moral & spiritual development are inter-related.
- Are holistic rather than compartmentalised into separate subject areas.
- Are play based & promote effective learning of child initiated, child educated & adult facilitated learning.
- Emphasis autonomy & the development of self-esteem & self-discipline.
- Have a balance of indoor/outdoor activities that can be freely chosen & are easily accessible to the child.
- Recognise that the significant adults with whom the child relates are of central importance in planning, implementation and evaluation.
- Promote interaction amongst & between children, teachers, carers and adults.



- Provides for all learners by being inclusive of race, gender, cultural background, socio-economic status, religious belief, age, physical or intellectual characteristics.
- Actively promote positive cultural understandings and appreciation of diversity.
- Are flexible & responsive to the changing needs of individual learners, groups & society.
- Promote values, attitudes & expectations necessary for lifelong learning.
- Are regularly evaluated.
- Incorporate research findings, Government & system requirements & are consistent with the ECA code of ethics.
- Provide a firm foundation for the formal years of learning.

This policy links to the following NQS:

National Quality Standards: 1.1.1, 1.1.2, 1.1.3,

See Appendix 1-National Law (section) and National Regulations (regulation)