

	PROGRAMME POLICY	
	Loxton District Children's Centre	
	Policy ID.	POL-
	Version:	1
	Review Date:	18/12/2015
Next Review Date:	18/12/2017	

1. Policy Statement

The Loxton District Children's Centre (LDCC) believes that any program offered to children must be reflective of our Centre's philosophy which promotes a socially and developmentally enriched environment allowing children to feel safe, secure, nurtured and happy. We believe that each child is individual, unique and important and has the right to develop to their full potential.

2. Policy Overview

We aim to provide play opportunities for children to learn as they discover, explore, create, improvise, imagine and take risks. We will provide learning environments that are welcoming spaces which enrich the lives and identities of children and families participating in the service and are responsive to the interests and abilities of each child.

Our programming cycle is exclusive to our centre and is reflective of our community and families. It recognises and is in accordance with the Early Years Learning Framework (EYLF)- Belonging, Being and Becoming.

We believe the program is supported by every routine and experience offered at the service. It is flexible to cater for spontaneous opportunities as well as planned experiences, both scaffolding children's learning. The program takes in the individuality of each child and is based on developmental needs and interests of each child.

The Early Years Learning Framework forms the foundation of our program. In conjunction our emphasis is on play based learning, also recognising the importance of communication, language, social and emotional development. The framework is a vision for children's learning characterised by belonging, being and becoming.

Belonging: knowing where and with whom you belong - is integral to human existence. Belonging is central to being and becoming in that it shapes who children are and who they can become.

Being: childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives.

Becoming: reflects the process of rapid and significant change that occurs in the early years as children learn and grow. It has an emphasis on learning to participate fully and actively in society.

The framework conveys the highest expectations for all children's learning from birth to five years and through the transition to school. It communicates these expectations through the following five learning 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.

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3. Implementation

Centre Practices

Quality programming is the result of continued professional development of educators.

We will:

- Provide educators with opportunities to further their knowledge of child development theories and practices.
- Encourage educators to research and use good quality resources and training to offer experiences for children and to further their own professional development and skills.
- Provide a range of programs that offer indoor / outdoor experiences, are flexible to allow for both planned and spontaneous experiences, opportunities to learn, practice life and social skills; opportunities that foster and enhance friendships, individual and group interests.
- Display programs in each room visible to parents, where they can provide input and create discussions with educators.
- Offer an environment that is vibrant and has flexible space; natural play spaces that include plants, sand, rocks, mud, water and other elements from nature; spaces that support all aspects of children's learning and supports engagement.
- Recognise and support each individual educator's skills and strengths.
- Develop, maintain and implement a child focussed program incorporating:
 - Individual programs: disposition, experiences / opportunities, observation, learning that is happening, how can I build on this and outcomes.
 - Group programs: mind map (created from children's voices, strengths and interests, family input, questionnaires and community), purpose and what we aim to achieve, program outcomes and evaluation.
 - Children's learning journal: information regarding the EYLF, learning stories, photos, linking to the EYLF, artwork and observations.
 - Child information sheet: to be filled out every 6 months by educators, to gather a deeper understanding of the 'whole child'.
 - Reflection form: to be used at room meetings for the whole team to reflect on the Quality Areas, Practices, Principles and children.
 - Room learning journal: to be completed each day for families and what has happened throughout the day, linked to the EYLF.
- Ensure that each child is individually programmed for at least 4 times per 12 months.
- Provide a minimum of 2 hours programming time per week per educator.
- Work collaboratively with external agencies and professionals to support the needs of children with learning and developmental delays.

3. Review

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The Programme Policy will be reviewed every two years.

4. References

Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

Element 1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

- 1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
- 1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning.
- 1.1.4 The documentation about each child's program and progress is available to families.
- 1.1.5 Every child is supported to participate in the program.
- 1.1.6 Each children's agency is promoted, enabling them to make choices and decisions and to influence events and their world.

Standard 1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child

- 1.2.1 Each children's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
- 1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
- 1.2.3 Critical reflection on children's learning and development both as individuals and in groups, is regularly used to implement the program.

Regulation

73 Educational program.

74 Documenting of child's assessments or evaluations for delivery of educational program.

75 Information about educational program to be kept available.

76 Information about educational program to be given to parents.

Endorsed by Director – Jo Mitchell



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Director Signature.....Date/...../.....

Endorsed by Employee Rep. Name –

Employee SignatureDate...../...../.....

Adopted by Management Committee

Management Committee Chairperson Signature.....Date...../...../.....

Date Minuted:...../...../..... Date of implementation:/...../.....

Review History

Document History	Version No	Issue Date	Description of Change:
	1.0		Developed, Aug 2010