



# Curtin Primary School



**Curtin Primary School is an inclusive, innovative and supportive learning community that fosters lifelong opportunities, success and a love of learning for every individual in our school.**

## Programming and Planning Guide

### Purpose and Scope:

Curtin Preschools view children as capable and competent learners. Educators work in partnership with children and their families to create learning opportunities within a supportive environment for all children to play learn and grow.

Curriculum development within the preschools focuses on individual and group needs to reflect the National Early Years Learning Framework and the National Quality Standards.

The Early Years Learning Framework can be accessed on <https://www.dss.gov.au/our-responsibilities/families-and-children/programmes-services/early-childhood-child-care/early-years-learning-framework>

This site also provides links for the Early Years Learning Framework and Guidelines for Parents to be accessed in 20 languages.

### Curtin Preschools' program planning goals:

- for children to experience a program that stimulates learning across all areas development and demonstrates respect for each child's individual needs
- for children to participate in planned and spontaneous experiences across areas including dance, creative music, movement and drama
- for children to be able to participate equitably in the program, by ensuring children of both genders and all abilities have equal access to activities and equipment provided
- for all children to actively participate in a wide range of learning experiences that are challenging, meet specific individual needs and reflect an anti-bias approach
- for the program to promote to all children the importance of showing acceptance of different and diverse cultural practices by developing children's knowledge of customs and celebrations of cultural groups
- for the program to reflect the vision and learning outcomes of the Early Years Learning framework
- for educators to ensure that the program planning practices are evaluated on an on-going basis to ensure best practice
- for parents to be encouraged to contribute to the overall development of each child's experience within the program
- to promote health and hygiene within the program in a fun and pleasant manner
- to promote sustainability within the program, as a disposition and embedded habits
- for transition times (including meal times, rest times and toileting) to be used as learning experiences as well as relaxed social times for both the educators and children
- When programming educators will look at each child in a variety of contexts:
  - as an individual
  - as a member of a group
  - as part of a family
  - as part of a society, with a cultural background
- The program will be underpinned by a social justice approach

## Programming Procedure

- Programs will be linked to the preschool philosophy, Early Year's Learning Framework and the National Quality Standards.
- The daily program will focus on each child's individual strengths and interests, as well as areas that require further support. Experiences will reflect and respect cultural diversity, individuality and concepts of community.
- Opportunities will be provided for children to learn through play: active involvement in experiences that set the foundation skills for future development in a supportive environment.
- The program will allow hands-on learning opportunities which will cover all areas of development and the curriculum, such as physical skills, language skills, cognitive skills, creative arts and environmental education.
- The program will provide a balance of activities throughout the day: indoor/outdoor, quiet/active; individual/small groups/large groups; planned/spontaneous child or teacher initiated.
- Emotional wellbeing and promoting the required foundation skills for school. It is not recommended that the preschool teach to a school curriculum.
- The program will also reflect the talents skills and interests of the educators within the service, and can take into account offered skills interests and talents of the parents.
- The program will be displayed within each preschool so that educators, families and other interested people may observe, become aware of its objectives and contribute to its implementation and evaluation.
- Educators will regularly record their observations of the children in their care for the preschool's planning and evaluation process.
- Educators will meet regularly to discuss, reflect upon and plan the program.
- Educators will assess children's wellbeing and progress in order to plan for children and evaluate the program to see if goals and objectives are being achieved.
- Educators will work closely with families, including their ideas and suggestions into the program wherever possible. Parents are invited to add comments to program and day books on display in the preschool.
- Educators will communicate frequently with families and each other, using a variety of methods, about each child's day as well as their long term development.