

The Kinder Garden



Program Policy

Aim

The Kinder Garden aims to ensure that educators/staff observe children's behaviour and skills as a basis for individual program planning. Children and parents/guardians will be encouraged to be active participants within the program.

Legislative Requirements

Education and Care Services National Law Act 2010
Education and Care Services National Regulations 2011
National Quality Standards 2011

Who is affected by this policy?

Educators
Children
Staff
Families

Implementation

Observations of all children will be recorded and used as developmental records. These records showing skills and stages reached by a child will be available for parents/guardians to look at, but are confidential and remain the property of the service.

The program refers to all of our activities during the day and provides children with balanced opportunities for quiet times, alone and group times, adequate rest periods, small and large group activities and provision for non-participating children.

Programs and activities will be evaluated weekly by educators/staff. Child and parent/guardian input will be encouraged.

Children's creativity and self-expression are encouraged through a wide variety of indoor and outdoor activities, music and movement groups, language and story groups individual play, dramatic play, drama, arts and crafts, poetry, finger-plays and songs.

Fine and gross motor skills are strengthened through a wide variety of both indoor and outdoor activities including manipulative play, block play, carpentry, water and sand play, balance beams, running, skipping, hopping, walking, catching and throwing skills with either bean bags or balls, painting both with water and paint, crayons, play dough, cutting and pasting, threading, lacing, and home corner.

Math/science concept skills and natural aspects of our environment are encouraged and provided by block play, building, cooking experiences, water play, collecting harmless leaves and insects.

Language development is encouraged through educator/staff modelling, interaction between educator/staff and children, news, show and tell, language/literature/story time, songs, finger plays, games, poems, drama, children to children interaction.

School readiness, social/emotional and independence skills are strengthened through a wide range of activities designed to enhance a child's auditory, visual and tactile senses.

Our programs are provided for differing age groups and transition from one stage to the next is individually structured. Children's home language, culture and religious differences will be accepted and provision for same will be included within the program.

Music and movement activities encourage physical, social/intellectual and fun areas of the child's development.

Road safety, general safety practices, hygiene, dental care, nutrition, etc. will be incorporated into the weekly program.

Planning the program will be developmentally appropriate and individually appropriate.

We will start with the child and look at his/her needs and plan objective to meet these needs, provide activities and experiences in accordance with the needs of the child and the objectives of the teacher. We will evaluate the program each week and this will provide us with ongoing observations for the following week.

All children need to feel they are valued as individuals and capable of achieving their full potential.

Educators/staff allow frequent opportunities to have friendly interaction with all children individually, and respond to them warmly.

Educators/staff work in a team approach with the teacher guiding and leading with ideas for the rest of the team. The program is submitted to the **Educational Leader** for comment/ additions etc. These programs remain the property of the Service.

The Service will provide a timetable and program for each playroom. The weekly program will be displayed in each playroom for parent/guardians perusal and are encouraged to ask any questions. We welcome their interest and suggestions.

Further reading: The Early Years Learning Framework

The Approved Provider/Nominated Supervisor will ensure that this policy is maintained and implemented at all times.

Sources

Education and Care Services National Law Act 2010
Education and Care Services National Regulations 2011
National Quality Standards 2011
The Early Years Learning Framework

Review

The policy will be reviewed annually. Review will be conducted by management, employees, parents and any interested parties.

Reviewed: January 2018

Date for next review: January 2019