



WOODRIDGE

Pre-School

ELTHAM

3 Novello Court
Eltham VIC 3095
03 9439 2183

woodridgepreschool.org.au

woodridge.kin@
kindergarten.vic.gov.au

ABN: 28 120 862 167

Program and Activities Policy

1. Policy Statement

Values

At Woodridge Preschool we have a number of goals and aims that we hope to accomplish and it is around these that the Preschool Program is based.

These goals and aims include:

- Setting up the preschool in such a way that the children can determine their own activities, hence become self reliant and independent
- Allowing children an opportunity to develop an awareness of themselves, others and their environment
- Developing each child's self-esteem to encourage them to become confident and positive about themselves and all they try and do
- Helping the children to develop an openness to new experiences
- Helping the children to enjoy expressive activities. This will encourage creativity, curiosity and exploration
- To extend and enrich each child's experiences in his/her individual areas of need

Purpose

This policy will provide information for Committee, staff, parents/guardians and volunteers on the program that is provide by the staff at Woodridge Preschool.

2. Scope

This policy applies to all staff, Committee, and any persons involved in the development of the preschool programs

3. Background and Legislation

Background

A children's services licence is granted subject to the condition that the children's service is operated in a way, which ensures the safety of the children being cared for, or educated and that their developmental needs are met. In applying for a licence to operate a children's service the applicant must provide a statement of the principles by which the proposed program will operate (see regulations below).

Legislation

- Children's Services Regulations 1998
 - ❖ Regulations Schedule 1 Part 2A(g): in applying for a license to operate a children's service the applicant must provide a statement of the principles by which the proposed educational and recreational program will operate
 - ❖ Section 18(4) and Section 25: a license must not be granted, renewed, transferred or varied unless the Secretary is satisfied that the children's service is operated in a way which ensures that the children's developmental needs are met
 - ❖ Regulation 20(1)(d): an outline of the educational or recreational program must be displayed at the entrance of the service
 - ❖ Regulation 20(2)(d): information about the educational or recreational program provide for children must be available for inspection a the children's service at all times the service is open
 - ❖ Regulation 28: each child receives an educational or recreational program based on their developmental needs, interests and experiences and is sensitive to individual differences of those children.
- Children's Services Act 1996



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4. Procedures

A. Program Development

At Woodridge we have a regular routing to follow. This includes an inside time, outside time and formal times together on the mat which offers a variety of different experiences such as storytelling, discussions, games, poetry, music, movement and listening activities. At Woodridge Preschool we work with the children in the following areas:

Social – the child is learning to live amongst others by:

- ❖ Sharing toys, ideas and experiences
- ❖ Being able to take the lead and also accept the leadership of others
- ❖ Standing up for his/her rights and respecting the right of others
- ❖ Working with set limits

Creative Development – is fostered by experimentation with:

- ❖ Paints, crayons, clay, collage, fingerpaint, sand, dirt and water
- ❖ We focus importance on the value of the experience not the on the final product

Imaginative Play – allows the children to:

- ❖ Express their ideas and feelings about themselves, their experiences and the people and things they have seen
- ❖ Explore the home corner, dress up clothes, boxes, blocks, material, ladders

Physical Skills – are encouraged by:

- ❖ The use of various types of equipment such as scissors, puzzles, construction sets, staplers to develop fine motor skills
- ❖ The use of climbing equipment and blocks for the development of gross motor skills

Intellectual Growth – is stimulated by:

- ❖ Problem solving during play with all activities, puzzles, discussions, excursions and also by the staff increasing the children's knowledge based on their interest as they arise
- ❖ Poetry, discussion, conversation, stories excursions and music to increase the child's ability to express themselves

Science and Nature – is encouraged by:

- ❖ Caring for plants, animals, watching insects, watching changes in the weather and experimenting with water, weights and measures

B. The Program

In developing the program for the children the whole child is taken into account i.e.; Five areas of development: language, cognitive, social, emotional and physical (both fine and gross motor). It is well known that all children develop at their own rate so within each group of children, we have varying levels of development. Consequently a program that caters for all children is provided.

The program will provide children with learning experiences in many areas including art, science maths, computers music, language, reading, writing, movement, dance and cooking. Children will be encouraged to try all aspects of the program and emphasis will be placed on the process not the final product.

Implementing the TE WHĀRIKI Programming framework

At Woodridge Preschool we have adopted the Te Whāriki approach to program planning. Te Whāriki originated from New Zealand and the main component of this is that it strengthens the learning partnership between teachers, parents, children and families. We aim to incorporate a holistic curriculum in response to children's learning and development in the early childhood setting and the wider context of the child's world.



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Program planning

It's important for the children to be part of the programming process therefore during the year when the children are more confident in expressing themselves the group is asked what they would like to make and learn about the following week. Through their ideas a program is developed. This encourages the children to contribute and gives them ownership of the program. This lets the children know that they are important and it also means that children are more likely to participate without needing direction from staff because it is what they wanted to do. This form of programming is called an Emergent Curriculum.

C. Program Documentation

Learning Stories

Beside the sign in book at kinder parents will find our Learning Stories folder. Daily staff will add a story to this folder which will document and clearly show (with photos) examples of some of the learning that has occurred during the session. Parents are encouraged to take time to read through the stories whenever possible.

Portfolios

Working in conjunction with the group learning stories, portfolios are used to document your child's individual learning. Woodridge will provide and establish a portfolio for each child that staff and children will contribute to throughout the year.

These portfolios are designed and used as a sharing tool between kindergarten and home. We encourage parents to borrow their child's portfolio and contribute to it by including their own stories about learning and special events that occur at home.

The end result will be a wonderful resource for the children to keep and look back upon with fondness of their time at Woodridge, and will be given to the children when they leave our kinder.

Permanent Learning Areas

Although the kindergarten program will change on a regular basis to ensure that individual and group needs are being met, there are some activities which will remain in some form each week, as they are important in early childhood development. These are called Permanent Learning Areas and include:

Blocks

The block area is an excellent way for the children to learn about concepts such as number, quantity and relationship between sizes, dimensions and measurement. The blocks are open ended and therefore all children will gain a sense of achievement.

Puzzles

Puzzles are an excellent resource for children. When doing puzzles children are using their cognitive skills to reason things out. They are also learning about mathematical concepts such as spatial awareness, shape and size. This activity assists children to develop hand/eye coordination, which is essential for future reading and writing.

Library Corner

Library corner introduces the children to the world of books. As well as gaining much enjoyment from having stories read to them children will gain an appreciation of the books. They will learn how to handle books, gain awareness of authors/illustrators and prepare themselves for learning to read and write in the future.

Construction Trolley

One of the most popular activities within the kindergarten, the construction trolley is full of recycled materials and offers children a place to create. This is an open-ended activity where children use their fine motor skills to express their own ideas.



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Dramatic Play Corner

This area will take on many forms throughout the year depending on the children's interests. This corner will see children learning through role-play whilst utilising dress ups and other props. Dramatic play facilitates children's learning primarily in the areas of social and emotional development.

Easel Painting

Another of our permanent learning areas provides the children with the opportunity to express themselves creatively through painting.

D. Outdoor Play

All children need to spend time outdoors involved in free play. Free play is play that is not created by the adults; it comes from the child or children involved. Therefore, it is our role to introduce children to a wide range of resources that they can utilise to facilitate and extend their play, (rather than creating areas/play experiences for them. Staff do play with the children but do so in a non intrusive manor, allowing children to lead the play. This means staff are observing/watching the children at play and are there to guide or assist when needed.

Our staff strongly believe that children need to be able to develop their own ideas from scratch. For many children this is a difficult skill to learn and develop, however we believe it will certainly benefit them in the future. Free play can open the door for many play ideas which means that sometimes the play isn't safe – it is then the role of the staff to talk to the child/ren about our concerns using language that involves our feelings (e.g. "I am feeling a bit scared!", "Do you know what is making me scared?"). In most cases children can answer and begin to learn about boundaries, rules and why we have them.

In some situations the staff will create play environments, or make suggestions to the children to help get them started. The staff can be involved in their play and offer ideas but it is important to listen to the children and make them responsible in directing their play. Learning to use one's imagination and ideas to establish play is very important for children and will prevent them from becoming bored and encourages independent play.

4. Related Documents

DHS Children's Services Guidelines (Practice Notes on Programs for Children's Services)
www.office-for-children.vic.gov.au/childrens-services-guidelines/home

Centre policies on:

- *Behaviour Guidance*
- *Inclusion of Children with Additional Needs*

5. Authorisation

This policy was adopted by the Woodridge Preschool Committee, at the Committee meeting on the 23rd May 2013.

6. Review Date

This policy will be reviewed every 3 years or varied earlier if necessary. The Committee will within 28 days of making any change, notify the parents/guardians of the children attending, of that change (Regulation 20(3)). This policy will be reviewed by June 2016.

7. Evaluation

In order to assess whether the policy has achieved the values and purposes, the Committee will:

- If appropriate, conduct a survey in relation to this policy or incorporate relevant questions within the general parent/guardian survey



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- Take into account reports from staff and parents regarding the survey