

Caroline Chisholm School – Chisholm Preschool Unit Programming and Planning Guide

Purpose and Scope

Caroline Chisholm School – Chisholm Preschool Unit views children as capable and competent individuals. Educators work in partnership with children and families to create learning opportunities and a supportive environment for all children to play, learn and grow. Curriculum development within the preschool focuses on individual and group needs to reflect the National Early Years Learning Framework and the National Quality Standards.

Caroline Chisholm School – Chisholm Preschool Unit’s program planning goals:

- For children to experience a program that stimulates learning across all areas of development and demonstrates respect for each individual child’s needs.
- For children to participate in planned and spontaneous experiences across area including creative music, dance, movement and drama.
- For children to participate in the program equally, by ensuring children of both genders and abilities have equal access to all the activities and equipment provided.
- For the program to promote to children the importance of showing acceptance of different and diverse cultural practices by developing children’s knowledge of the customs, and celebrations of cultural groups.
- For all children to actively participate in a wide range of learning experiences that are challenging, meet individual special needs and reflect an anti-bias approach.
- For the program to reflect the vision and learning outcomes of the national Early Years Learning Framework.
- For educators to ensure that the program planning practices are evaluated on an ongoing basis to ensure that our programs are of 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.
- 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 staff and children.

Programming Procedure

- Programs will be linked to the preschool philosophy, Early Years 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, that is, active involvement in experiences which 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 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 or small groups, large groups, spontaneous/child or teacher initiated.
- The programs are developed to prepare children for school by building on their social and emotional wellbeing and promoting the required foundation skills for school. It is not recommended that prior to school settings teach to a school curriculum.
- The program will also reflect the talents, skills and interests of the educators within the service.
- The program will be underpinned by a social justice approach.
- 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 displayed within each room 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 centre's planning and evaluation process.
- Educators will meet regularly to discuss 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 whenever possible.
- 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 planning and development.

Reviewed July 2020