



NARNIA CHRISTIAN PRE-SCHOOL AND EARLY CHILDHOOD CENTRE

ACN 002 919 584

(Administered by St. Philip's Christian Education Foundation Ltd.)



Foundation Office

For the Whole of Their Life

THE PROGRAM

Aim:

To implement the Early Years Learning Framework to enhance and further develop the learning opportunities for children in our care.

Explanation:

All children are valued and respected. They have equitable opportunities to realise their God given potential, within a learning environment that nurtures children's learning and development.

Every child is a unique person, with their own interests, learning style, growth timetable, and culture. When given the time, space, and opportunity to interact in a meaningful environment, a child can construct new ideas and link them to existing knowledge.

The children are viewed as capable, independent learners who come to the Centre with an abundance of skill, knowledge and understandings. The program is planned around their interests and experiences, building on their skills and recognizing their capabilities. The program is dynamic and ever changing, challenging, fulfilling and interesting.

Implementation:

The Early Years Framework – Belonging, Being, Becoming allows children to experience play-based learning that is engaging and builds success for life.

The five Learning Outcomes are designed to capture the integrated and complex learning and development of all children across the birth to five age range.

The outcomes are:

- 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.

The learning environment is unhurried and aims to facilitate each child's learning while resisting the inclination to increase academic pressures. Children are extended and learning is supported but never to the point where they will feel frustrated or that they have failed.

Educators observe and listen to children and parents to develop and expand the program. The program is embedded in the learning environment.

Our Learning Environments:

- Focuses on the whole child, acknowledging that social, emotional, physical, intellectual, aesthetic, moral and spiritual development are inter-related.
- Are holistic rather than compartmentalised into separate subject areas.
- Is play based and promotes effective learning of child initiated, child educated and adult facilitated learning.
- Emphasis autonomy and the development of self-esteem and self discipline.
- Have a balance of indoor and outdoor activities that can be freely chosen and are easily accessible to the child.
- Recognise that the significant adults with whom the child relates are of central importance in planning, implementation and evaluation.
- Promote interaction amongst children, and between children, teachers, carers and adults.
- Provides for all learners by being inclusive of race, gender, cultural background, socio-economic status, religious belief, age, physical or intellectual characteristics.
- Actively promote positive cultural understandings and appreciation of diversity.
- Are flexible and responsive to the changing needs of individual learners, groups and society.
- Promote values, attitudes and expectations necessary for life long learning.
- Are regularly evaluated.
- Incorporate research findings, Government and system requirements and are consistent with the ECA code of ethics.
- Provide a firm foundation for the formal years of learning.