



NARNIA EARLY LEARNING

ACN 002 919 584

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

THE PROGRAM

Aim:

To invite children to join the journey of discovery and learning through the implementation of the Early Years Learning Framework in a Christ-centred, transformational program that enhances and develops 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 stimulating and creates a sense of wonder. It aims to facilitate each child's learning needs and develop an intrigue and love of learning.

Educators observe and listen to children and parents to develop and expand the program. The program is embedded in both the indoor and outdoor learning environments including the adjoining SPCC school for the Prep children where relevant.

Our Philosophy for our Program states:

- Our learning environments are natural, inviting, inclusive and rich in possibilities for learning to happen anywhere at any time
- Our program will inspire children to be creative, problem solvers. It will encourage them to inquire, explore, experiment and be curious.
- Our program will encourage learning through everyday experiences as well as through purposeful developmentally appropriate planned learning experiences which link with EYLF outcomes.
- Our program will provide opportunities for children to develop and consolidate skills in key learning areas including: Language and Literacy; Creative and expressive arts; Mathematics; Science and social and emotional development.

Our Learning Environments:

- Focuses on the whole child, acknowledging that social, emotional, physical, intellectual, aesthetic, moral and spiritual development are inter- related.
- Are holistic and integrated. Our Prep program has a specific focus on transition to school.
- Are play based and promote effective learning of child initiated and adult facilitated learning.
- Emphasise 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 between children, and children and Educators.
- 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.

This policy links to the following NQS:

National Quality Standards: QA1.1. QA1.2, QA1.3

National Regulations: 73, 74, 75, 76.

National Quality Standards

The National Quality Framework (NQF) provides a national approach to regulation, assessment and quality improvement for early childhood education and care and outside school hours care services across Australia.

Quality Area 1 – Educational Program and Practice		
Standard 1.1	Program	The educational program enhances each child’s learning and development.
Element 1.1.1	Approved learning framework	Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Element 1.1.2	Child-centred	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Element 1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.
Standard 1.2	Practice	Educators facilitate and extend each child’s learning and development.
Element 1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Element 1.2.2	Responsive teaching and scaffolding	Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.
Element 1.2.3	Child directed learning	Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
Element 1.3.1	Assessment and planning cycle	Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Element 1.3.2	Critical reflection	Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.
Element 1.3.3	Information for families	Families are informed about the program and their child’s progress.