



<b>POLICY:</b>	<b>LEARNING and DEVELOPMENT</b>
<b>1.04</b>	

### **1. Policy Objective:**

To create an inviting and engaging atmosphere at the Service that will encourage positive interactions and challenges providing a multitude of learning opportunities for young children.

### **2. Explanation:**

When children feel safe, comfortable and encouraged in their surroundings they are able to build strong relationships and explore the learning opportunities offered.

The children within the Service come with a wide range of backgrounds, skills and knowledge. Staff will observe children's development, plan experiences that improve and extend their skills, and assess and evaluate the effectiveness of the program.

### **3. Implementation:**

#### **3.1 Creating an Atmosphere for Learning:**

- 3.1.1 Staff/educators will greet all children and families on arrival with warmth and friendliness, using their names.
- 3.1.2 The rooms at the Service will be safe, inviting, challenging, uncluttered and aesthetically pleasing. Experiences will be presented in an appealing way.
- 3.1.3 Staff/educators will encourage and support children to explore new experiences.
- 3.1.4 Staff/educators will consider the cultural needs, background and temperament of each child.
- 3.1.5 Staff/educators will provide experiences that reflect a variety of different cultures and that encourage creativity and choices.
- 3.1.6 Staff/educators will engage children in conversations about their day and the routines of the day.
- 3.1.7 The noise level will be minimal to allow many engaging experiences to occur simultaneously.
- 3.1.8 Staff/educators will allow siblings within the Service to spend time with one another.
- 3.1.9 The program will cover all areas of a child's development and curriculum areas such as, but not limited to: spirituality, technology investigation, language and communication, creativity, physical activity, health, thinking, investigating, exploring, problem solving, social and emotional, numeracy, making choices, sustainability and self-help skills.
- 3.1.10 Children are given adequate time on a regular basis to engage with nature and natural environments.

#### **3.2 Encouraging Physical Development:**

- 3.2.1 Outdoor equipment will be flexible so that variety, challenge and interest can be offered for children.
- 3.2.1 Staff/educators will encourage children to explore new skills, while ensuring that the challenge is within their individual capabilities.
- 3.2.2 Staff/educators will offer opportunities for children to practise balance, flexibility, climbing, skipping, crawling, eye-hand co-ordination, rolling, walking, grasping.
- 3.2.3 Staff/educators will offer games and music and movement experiences.
- 3.2.4 Staff/educators will offer experiences that allow children to have success.

### 3.3 Encouraging Language and Literacy Development:

- 3.3.1 Staff/educators will engage children in discussions about a wide variety of topics.
- 3.3.1 Staff/educators will interact and engage with children during routine times such as nappy changing.
- 3.3.2 Children will have a variety of experiences to allow creative expression.
- 3.3.3 A child's home language will be encouraged and supported.
- 3.3.4 Resource people will visit to assist with home language and settling in for new children with limited English language.
- 3.3.5 Written and spoken language, other than English, will be used to foster children's interest, where this is available.
- 3.3.6 Children are encouraged to participate in singing, chanting, rhymes, questioning and stories, to support language development.
- 3.3.7 Children are encouraged to listen and respond to the spoken word.
- 3.3.8 Staff/educators are encouraged to sit with children at meal times and utilise those opportunities to develop conversations about nutrition, dental and healthy eating practices.

### 3.4 Encouraging Social and Emotional Development, Creativity and Choices:

- 3.4.1 Staff/educators will know each child as an individual and provide experiences that will interest them and give them success.
- 3.4.1 Staff/educators will encourage emotional development by positively reinforcing the way children interact with others, respecting their choices and acknowledging their abilities and efforts. Staff/educators will also model this in their interactions with each other.
- 3.4.2 Emotional resilience will be promoted through staff modelling of acceptable behaviour/interactions and discussions about feelings.
- 3.4.3 Opportunities for dramatic play will be varied and interesting.
- 3.4.4 Children will have easy accessibility to play materials that interest them.
- 3.4.5 Children will be encouraged to play games together, share, negotiate, appreciate and co-operate with each other.
- 3.4.6 Children's work will be appreciated and thoughtfully displayed within the Service using photographs, models and recordings.

### 3.5 Encouraging Cognitive Development, Curiosity and Logical Thinking:

- 3.5.1 Children will be encouraged to think, reason, question, problem solve and try their solution.
- 3.5.1 Staff/educators will include children's ideas, suggestions and interests when planning the program.
- 3.5.2 Opportunities will be offered for children to practise numeracy, sequencing and predicting skills.
- 3.5.3 A variety of construction materials will always be on offer.
- 3.5.4 Staff/educators will ask open-ended questions so that children can explain and express their opinions.

### 3.6 Encouraging Independence:

- 3.6.1 Staff/educators will foster children's independence through providing appropriate opportunities and experiences, including meal times, hygiene routines, rest-time and daily routines.
- 3.6.2 Staff/educators will assist and provide children with opportunities to develop skills in decision making.

### 3.7 Understanding School Readiness:

School readiness can be described as:

- (a) social competence

- (b) emotional maturity including the ability to adapt to new experiences
- (c) age-appropriate fine and gross motor skill development
- (d) physical well-being
- (e) using language to communicate and comprehend in personally meaningful ways
- (f) general knowledge and cognitive skills.

### 3.8 How will the Service assist?

- 3.8.1 On enrolment, staff/educators will gather information about the family and child/ren to enhance understanding of the background, culture and family expectations in regard to developmental goals for the child/ren.
- 3.8.2 Staff/educators in the Kindergarten group will actively observe, plan and evaluate the children for skills and knowledge necessary for a smooth transition to formal schooling according to the recognized legislative framework.
- 3.8.3 Staff/educators may liaise with local schools to obtain relevant information and have this available for parents within the Service, via noticeboards and newsletters.
- 3.8.4 If possible, the Service Leader may organise an excursion to visit a local school that is within walking distance of the Service. Excursion Permission forms will need to be completed and sufficient staff/adult ratios organised. (*WHS.001, WHS.002*)
- 3.8.5 Staff/educators will liaise with parents/guardians about the child's development and readiness for transition to school.
- 3.8.6 A written 'transition statement' outlining information about the child's learning and development will be compiled through collaboration with staff, child and parent/guardian. Parents/guardians can share this with the school of their choice.

#### **Evaluation:**

This policy will be reviewed and updated (if needed), at least every two years, by the Early Childhood Team, following input from all stakeholders.

#### **Associated Documents:**

All associated documents can be found in the Programming sections of the QLECS Forms and Documents

#### **Related Policies:**

1.02: Educational Programs, Documentation and Evaluation

#### **References:**

##### **Legislation:**

Education and Care Services National Law 2011: Section 168, 323

Education and Care Services National Regulations 2014: Regulation 73-76

Work, Health and Safety Act 2011

##### **Books/Journals:**

Early Years Learning Framework 'Belonging, Being, Becoming,'

Queensland Kindergarten Learning Guideline

'My Time Our Place'

Victorian Early Years Learning and Development Framework

**Websites:** [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)