

SWiCh Inc Child Care Centre
Monash Student Association Clayton

Policy: The Curriculum

Revised March 2008

Policy Statement: At SWiCh we aim to provide a program that enriches the child's social, emotional, physical, language and intellectual development. We seek to closely link "Our Philosophy" to the running of our centre.

Our Curriculum

Aims

- To develop a quality program that offers a balance of activities aimed at promoting a range of skills and interests.
- To meet each child's needs and interests by providing a program that is both individualised and activity based.
- To establish and enhance children's interests and incorporate them when planning experiences.
- To develop within the children a respect for the social and cultural diversity of our community, the centres staff and the other children in our care.
- To ensure that transitional times during the day are pleasurable unregimented occurrences that provide incidental and planned opportunities for learning.
- To offer a range of experiences so that the children may make choices from planned activities or those that they themselves initiate. Accepting that children have the right not to participate at times.
- To plan a program that includes both structured and unstructured play with opportunities that foster exploration and discovery, enabling children to find things out for themselves.
- To organise structured routines each day to provide predictable experiences and security for the children, whilst allowing flexibility to cope with the children's needs, moods, state of well-being, and variations in climate.

Program Planning Records

Aims

- To provide parents with clear substantiated information about their child's curriculum. This information is available to parents in their child's portfolio and group planning records. Parents are encouraged to meet with their child's teachers to discuss their assessment portfolio.
- To cater for diversity in children's growth and development.
- To meet standards of quality assurance and accountability.

Procedures

- Early Childhood Educators (ECE's) use a digital camera, written observations and children's dialogue to record current interests and learning events.
- ECE's enhance children's learning at every opportunity i.e. providing information resources, answering questions, role modelling etc.
- All ECE's collaborate and contribute to records.
- Confidentiality is observed at all times.

Inclusion and Cultural Diversity

The formation of attitudes and behaviours are established in the first five years therefore appropriate learning and thinking needs to be fostered during these years.

At SWiCh we operate under the following principles;

- To accept and respect each child and their family as individuals and as members of a cultural group
- An awareness, acceptance of and respect for other cultures, values, intellectual and physical abilities and gender by integrating an anti-bias, cross cultural approach.

- To gain further knowledge of the child's background through speaking with parents, outside agencies i.e. FKA, ISA.
- To encourage and support bilingualism and provide parents with relevant documentation
- To seek key words, family customs and strategies to enhance the child's program.
- To build trust and confidence with parents.
- Provide children with opportunities to explore diversity. This can be done through books, music, craft, clothing, singing, play equipment, posters and community access.
- Provide opportunities for children of both sexes to participate in non-gender stereotyped activities.
- Parents and staff are encouraged to share their cultural backgrounds with the centre.

Children with additional needs

- To accept children with additional needs and adapt the program accordingly.
- To liaise with other agencies i.e. early intervention centres, physiotherapists, occupational therapist, doctors etc
- To formulate a specific program to develop the child's learning to their full potential.

Excursions

- All excursions need to be organised in advance. Parents need to be given written documentation on details such as destination, estimated time of arrival and departure, names of staff attending, numbers of children attending and means of transport. The child's legal guardian is the only person able to give written permission for the child to attend an excursion.
- Parents are encouraged to take part in an excursion if time permits.
- Staff need to seek approval from the director or assistant director of the centre before excursions are planned.
- Children need to be adequately attired for varying weather conditions. On days of excessive heat excursions may be cancelled or postponed. On days of inclement weather outdoor excursions may be cancelled or postponed.
- A first aid kit, mobile phone, food and drink needs to be taken on all excursions excluding those that are conducted within the university grounds however a mobile phone will always be taken.

Supervision

- The centre maintains regulation staff/ child ratios at all times.
- The centre expects all staff to practice overall supervision safety measures ensuring they are fully aware of the whole group
- Children are supervised whilst asleep, staff regularly check the sleep area, once a child wakes they are invited to get up, some children may take a little time to wake, staff respect this and give the child time to feel comfortable about getting up and rejoining the group.
- ECE's work as a cohesive team informing each other of their placement within the environment.

Staff Training and Inservice

- SWiCh abides by the Children's Service Regulations ensuring at least two staff members are on duty whenever children are being cared for or educated by the children's service. SWiCh employ qualified staff (minimum two year diploma course in Children's Services) to plan and implement educational programs. Staff are rostered 2.5 hours per week planning time. In addition to this time staff are also given time to visit resource centres.
- Staff are given extra planning time to prepare for annual parent interviews.
- SWiCh recognises the importance of staff development and training as a necessity to keep abreast of developments and trends within the industry. Staff are given the opportunity to access a variety of training options.
- All in-coming correspondence is made available to staff and if a staff member wishes to participate in a program they need to apply to the director who will ensure a balance of developmental areas will be experienced.
- All training expenses will be funded through the Monash Student Association staff training allocation.
- The university runs a July seminar for all campus centres, SWiCh values this team building opportunity
- After all inservice sessions knowledge gained will be shared with the team at the following staff meeting.

Source: In-Service training seminars
Practical Policies and Procedures for Childcare Services (Somerville)
Understanding Children Towards Responsive Relationships – Jeanette Harrison
Trusting Toddlers Programming for one to three year olds in Child Care – Anne Stonehouse
Program Planning for Infants and Toddlers An Ecological approach – Theresa Hutchins & Margaret Sims
Discipline for the young child – Lady Gowrie Child Care Centre
Helping you and your family. Association for children with a disability. 2007
Putting Children First NCAC Magazine
Making Links. Anne Stonehouse Janet Gonzalez-Mena
A piece of cake. Anne Stonehouse
Programming and Planning in early childhood settings. Leonie Arthur, Bronwyn Beecher, Elizabeth Death, Sue Dockett and Sue Farmer
From Observation to Reflection. Joy Lubawy