



# Early Learning Curriculum Policy



Purpose	Policy outlines the early childhood program development .
Delegation	Principal/Early Learning Co-ordinator
First Written	20/5/2015
Date Approved	10th June 2020
Approved by	Board Chair on behalf of Governing Board
Review Dates	10/10/2019, 20/3/2020
Review Cycle	Yearly

# Early Learning Program Development Policy



## 1. Rationale:

- 1.1. Early childhood programs at Bethel Christian School recognise the unique developmental needs of children participating in their first years at school;
- 1.2. Communication between home and school is of vital importance and family involvement in the program is encouraged; and
- 1.3. We aim to build on the knowledge and skills children bring with them from their home experiences and extend their learning and knowledge of God's purposes for them.

## 2. Bethel Christian School Policy:

- 2.1. Partnerships between teachers, education assistants, parents\carers and students are essential to the learning process;
- 2.2. Secure, respectful relationships between staff, parents\carers and students enhance students' security, confidence and self expression;
- 2.3. Teachers and education assistants need to be adequately trained in the development and implementation of programs and child development;
- 2.4. Teachers implement a range of research supported teaching and learning programs and reflect on practice
- 2.5. Adequate resources for teaching and learning should be available to teachers and students;
- 2.6. Each child will enter school with a different set of experiences, knowledge and understanding of the world;
- 2.7. Teachers acknowledge and plan for individual differences in consultation with parents/carers;
- 2.8. Each child should make progress in foundational skills. Kindergarten to year two will emphasise foundational literacy and numeracy skills and 21st century skills. Integration of subjects is encouraged;
- 2.9. The Early Years Learning Framework principles and practices are embedded in pedagogy across kindergarten to year two;
- 2.10. Support and extension programs will be implemented as needs are identified;
- 2.11. Specialist referrals will be sought in consultation with parents/carers if assessment indicates need;
- 2.12. Evaluation and assessment are integral to the cycle of teaching and learning;

- 2.13. A co-ordinated approach to teaching foundational skills is perceived as beneficial to student learning;
- 2.14. The opportunity to play and participate in movement skills activities forms a vital part of learning and brain development; and
- 2.15. The Early Years Learning Framework (EYLF) and WA Curriculum Guidelines for Kindergarten, together with the West Australian version of the Australian Curriculum as applicable, form the basis for planning, programming and assessment.
- 2.16.

### 3. Responsibilities:

#### 3.1. Staff:

- 3.1.1. Acknowledge and plan for the individual needs, abilities, cultural experiences and values of students within the classroom;
- 3.1.2. Develop strong partnerships with parents/carers to achieve optimum outcomes for students;
- 3.1.3. Develop secure, respectful, responsive relationships with students to enhance security and learning opportunities, staff should model and promote appropriate behaviours;
- 3.1.4. Reflect on own practice and participate in professional learning opportunities;
- 3.1.5. Maintain all required records and ensure documents are passed to the teacher in the next year level;
- 3.1.6. Plan for and document intentional teaching times, learning environments and interactions to enhance learning opportunities for children within a balanced play framework The physical, spiritual, social and emotional, cognitive, language, and creative domains of development should be planned for;
- 3.1.7. Integration of the key learning areas and developmental domains:
  - 3.1.7.1. Physical - Arts, Physical and Health Education, Technology;
  - 3.1.7.2. Social and Emotional - Society & the Environment, Physical & Health Education;
  - 3.1.7.3. Cognitive - Science, Technology, Mathematics;
  - 3.1.7.4. Language - English, LOTE;
  - 3.1.7.5. Creative - Arts, English, Technology; and
  - 3.1.7.6. Spiritual - Bible and Christian Living.
- 3.1.8. Plan and implement programs and assessment that are in accordance with current curriculum requirements and guidelines.

- 3.1.9. Implement required school-wide assessments in accordance with Bethel's Assessment Policy to establish a baseline and track achievement;
- 3.1.10. Assess student progress, document and initiate referrals as appropriate. Use assessment knowledge to inform planning and develop individual education plans; and
- 3.1.11. Communicate student needs, progress and concerns with parents/carers through reporting, meetings, phone calls, emails and/or formal discussions.

### **3.2. Administration:**

- 3.2.1. Provide support and assistance to teachers, parents/carers and education assistants relevant to their needs;
- 3.2.2. Source and provide professional development, resources and equipment required for the implementation of programs and development of effective teaching practices; and
- 3.2.3. Junior Curriculum leader to be appointed each year.

### **3.3. Parents/Carers:**

- 3.3.1. Liaise with teachers regarding their children's progress;
- 3.3.2. Support and encourage their child when completing homework or additional work required at home;
- 3.3.3. Seek other professional involvement when appropriate or recommended by the school; and
- 3.3.4. Support the school and teachers, through upholding school policies, classroom expectations, enrolment policy etc.
- 3.3.5.

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## **4. Outcomes:**

- 4.1. Students should demonstrate consistent progress in foundational skills at their individual rate of progress through Kindergarten to Year Two. This progress will be tracked throughout their school career at Bethel;
  - 4.2. Parents/carers and students develop strong, secure, trusting relationships with staff;
  - 4.3. All students will have the opportunity to participate in a learning environment that supports their individual needs and optimises learning potential;
  - 4.4. Students develop a positive disposition toward learning; and
  - 4.5. Teachers are fully supported to plan and implement research-based programs, practices and pedagogy.
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Supporting Documentation

- Whole School PolicyH;
- Literacy Policy - Kindergarten to Year 2;
- Assessment and Reporting Policy;
- Primary Curriculum Policy;
- Early Years Learning Framework;
- Kindergarten Guidelines; and
- Australian Curriculum.