

Curriculum Policy

There are no syllabus documents for use in Early Childhood Education. Our guiding documents are:

- NSW Department of Education and Training (2004) Prior to School Classes Principles and Procedures Guidelines and Support Documents (Draft)
- NSW Department of Community Services Office of Childcare NSW Curriculum Framework for Children's Services: The Practice of Relationships
- DEEWR The Early Years Learning Framework (Draft)
- NSW Department of Community Services Office of Childcare Children's Services Regulations

Educators at Bidwill Preschool are responsible for following these guidelines in developing a curriculum for the children.

Bidwill Preschool runs an Emergent-style curriculum. This means that the what, when and how to teach emerges from the children. Through their play, children demonstrate to adults what their interests are, and how they are developing. It is the role of the educator at Bidwill Preschool to observe this, then create stimulating learning experiences and spaces aimed directly at children's interest and development.

The Emergent Curriculum Process:

- Observe children's play experiences, interactions, conversations.
- Use observations to develop an understanding of the individual child, and to recognise patterns of interests amongst groups of children.
- Develop interest areas and small group projects based on children's interests.

Work roles in the Emergent Curriculum:

In the past, work roles at Bidwill Preschool were clearly defined between Teacher and Teacher's Aide. Successful implementation of an emergent-style curriculum relies upon abolishing the demarcation of work roles, and the sharing of the whole range of tasks traditionally associated with teacher/teacher's aide.

All staff are responsible for the following tasks:

- Having quality interactions with children
- Helping children change after wetting/soiling themselves
- Recording observations of children
- Preparing morning and afternoon tea
- Planning and establishing interest areas
- Cleaning tables, sweeping and spot cleaning floors

At Bidwill Preschool, all staff are valued first and foremost for what they can contribute to the education of young children.

The teachers working in Bidwill Preschool hold formal qualifications, and as such must take on extra roles beyond those listed above. The teacher is responsible for guiding their colleague (teacher's aide) through the observation process, and leading collaborative planning for interest areas and group projects. The teacher's role at Bidwill Preschool is one of leadership and guidance, not of power and control.

Documentation

It is our responsibility to document the learning of children at Preschool.

Documentation can, and is expected to, take many forms:

- Anecdotal observations
- Photographic observations
- Conversation transcriptions
- Learning stories

Each teaching team is responsible for ensuring that the following documentation is made, kept, and passed on to the appropriate parties at the end of the year:

- Daily diary/ Daybook- each day, to inform parents about the learning that has taken place throughout the day
- Individual Learning Profile- a collection of observations over time, which demonstrate learning and development. One copy forms the portfolio (to go home at end of year), one copy will be archived on disk.
- Interest Area and Project Plans- we are responsible for careful planning of these elements, as this forms our curriculum. Planning must be done collaboratively. The format of the plan should take whatever form the teaching team works well with but must include a) how children will be grouped; b) the role of the educator in the area/ project; c) what outcomes we want for the children; d) the resources needed; and e) evaluations (ongoing and final).
- Transition Report- a brief report for parents and future teachers.

Team Planning

Working collaboratively in teaching teams, and our whole team, is an essential element of the way we work at Bidwill Preschool. Provision is made so that each teaching team can have regular planning time together. It is expected that this time is used for genuine collaborative planning, where colleagues discuss children's interests, development and plan together for areas and projects.

The whole preschool team will meet fortnightly to discuss and plan for events that affect the whole preschool, and to engage in training and development.