

Educational Program Policy

Research accentuates that quality Educational programs significantly influence children’s growth and development. We have the opportunity to construct a supportive learning environment and program, with inspirations from the children and families. This contribution can encourage the children to feel a sense of control over their actions, interactions, to explore, be curious and explore their understanding of themselves others and the world around them.

National Quality Standard (NQS)

Quality Area 1: Educational program and practice		
1.1	Program	The educational program enhances each child’s learning and development
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.
1.1.2	Child-centred	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
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.
1.2	Practice	Educators facilitate and extend each child’s learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
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
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.
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
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.
1.3.2	Critical reflection	Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.

Education and Care Services National Regulations

Children (Education and Care Services) National Law NSW	
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about educational program to be kept available
76	Information about educational program to be given to parents
168	Education and care service must have policies and procedures
254	Declared approved learning frameworks

Related Policies

Code of Conduct Policy
 Environmental Sustainability Policy
 Physical Environment Policy
 Multi-Cultural Policy
 Additional Needs Policy
 Supervision Policy
 Excursion Policy
 Behaviour Guidance Policy
 Interactions with Children, Family and Staff Policy
 Water Safety Policy
 Sun Safety Policy
 Transition to School Policy
 Respect for Children Policy
 Photograph Policy
 Celebrations Policy
 Retention of Records Policy

PURPOSE

We aim to enhance children’s learning and development through the pedagogical practices of educators and families in a positive learning environment which is promoted across the five learning outcomes from Early Years Learning Framework. Educators will gather and interpret information about children as individuals to inform the preparation of the environment and implement experiences that are engaging and meaningful, supporting children’s holistic development.

SCOPE

This policy applies to children, families, staff, and management of the Service.

IMPLEMENTATION

Under the National Law and National Regulations, approved services are required to base their educational program on an approved learning framework. The program should focus on addressing the developmental needs, interests and experiences of each child, while taking into account the individual differences of each child.

There are two nationally approved learning frameworks in New South Wales, Queensland, Northern Territory, Tasmania, South Australia and the Australian Capital Territory which outline practices that support and promote children's learning:

- Belonging, Being and Becoming: The Early Years Learning Framework for Australia- Early Years Learning Framework (EYLF) <https://www.education.gov.au/early-years-learning-framework-0>

There are also two approved learning frameworks specific to Victoria in which we also utilise:

- Victoria: the Victorian Early Years Learning and Development Framework

Our Service is committed to the Early Years Learning Framework (EYLF).

The approved learning frameworks included principles, practices and learning outcomes that guide educational leaders and educators in their curriculum decision making, and assist them in planning, delivering and evaluating quality programs in early childhood settings.

Early Years Learning Framework

- Each child's learning will be based on their interests and strengths and guided by educators.
- Educators must work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.
- Every child will be equally valued. Their achievements & learning will be celebrated.
- Educators will observe and record the strengths and learning of each child.
- Educators will work closely with children and families to produce ideas for the curriculum.
- Learning Outcomes will be linked to the curriculum during and after each child's learning has occurred.
- The curriculum will be constructed on the children's interests, educators extending children's interests, spontaneous experiences and family contribution.

- Where appropriate, the service will liaise with external agencies and support persons to best educate and care for children with additional needs.
- Where appropriate, the curriculum (play and learning experiences) will build and develop each child's Learning Stories, Portfolio and Observations of each child's strengths and development.
- The curriculum will be evaluated and reflected upon continuously by educators

Management/ A Nominated Supervisor/ Responsible Person will:

- Ensure that a suitable program based on an approved learning framework is delivered to all children
- Ensure all Educators work as a team in preparing and/or implementing the curriculum which collaborates with the service philosophy
- Ensure modifications are made in the environment for children with special needs. Management will make appropriate, professional referrals where necessary with family permission
- Ensure a conscious balance between indoor and outdoor experiences is planned for with large blocks of unstructured time for child initiated play
- Promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences.
- Support families through positive, respectful and reciprocal relationships through regular communication.
- Ensure each child is acknowledged for their uniqueness in a positive way
- Support children's efforts, assisting and encouraging as appropriate
- Be consistently aware of and responsive to children who may require additional support, assistance or attention, noticing and listening carefully to children's concerns and discussing diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour.
- Ensure the educational program is displayed in a place that is accessible to parents and families.
- Ensure a copy of the program is available at all times

Educators will:

- Implement an ongoing cycle of planning, documenting and evaluating children's learning which will underpin the educational program and involves educators in critically thinking about what is obtainable and why.
- Document children's experiences and their responses to the environment making children's learning visible to children, educators and families and promotes shared learning and collaboration.
- Provide experiences that include both structured and unstructured learning times catering for children's individual needs, interests and are age appropriate.
- Ensure materials and equipment reflect the cultural diversity and family values that exists in our society
- Respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning
- Provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising
- Promote children's participation in a range of safe active play learning experiences
- Plan and implement intentional teaching of Fundamental Movement Skills (FMS) experiences to support the physical development of children of all ages (0-6 years)
- Gather information from families upon enrolment regarding the child's needs, interest and family backgrounds. This information is treated as confidential and allows Educators to provide experiences that interest and extend children's current development. We feel that it is important to develop a partnership between parents and Educators to ensure that consistency between home and the Service occurs and that the best possible care is provided
- Make sure the child's participation in the program is available for families
- Encourage communication with families about physical activity, gross motor and fundamental movements skills development
- Ensure families receive a copy of children's learning progress
- Explore ideas and theories using imagination, creativity and play, during large blocks of uninterrupted time.
- Use the learning outcomes to guide their planning for children's learning.
- Intentionally scaffold children's understanding and learning
- Provide children with ongoing encouragement and positive reinforcement

- Provide opportunities for children to be active daily through a balance of planned and spontaneous experiences within the indoor and outdoor environment.
- Make use of spontaneous 'teachable moments' to extend children's learning
- Respond to children's displays of learning dispositions by commenting on them and providing encouragement and additional ideas
- View children as active participants and decision makers, working with each child's unique qualities and abilities
- Further extend critical thinking skills through provocations
- Plan realistic curriculum goals for children based on observation and assessment of individual needs and interests.
- Seek opportunities within the routine for spontaneous play
- Ensure that all children's experiences are recognised and valued with equitable access to resources and opportunities to demonstrate their learning.
- Use a variety of methods to assist their reflection on children's experiences, thinking and learning
- Ensure critical reflection clearly exams all aspects of events and experiences from different perspectives, identifying children's learning, spontaneous play, teaching strategies and changes that may be needed in the environment.

Our Service aims to promote children's participation in physical activity by:

- Fostering children's Fundamental Movement Skills (FMS) including, running, galloping, hopping, jumping, leaping, side-sliding, skipping, overarm throwing, catching, striking a stationary ball, kicking, underarm throwing and stationary dribbling through role modelling appropriate skills.
- Providing active play experiences that encourage children to explore, be creative and challenge their development
- Providing space, time, and resources for children to revisit and practice FMS and engage in active play
- Providing opportunities for Educators to attend professional development to enhance their skills and knowledge about the importance of physical activity in children
- Working in collaboration with families and professionals to provide active experiences that are inclusive of all children
- Assisting children to develop daily habits, understanding and skills that support health and wellbeing.

The program will provide a variety of developmentally appropriate experiences and materials that are selected to achieve the following goals:

- Foster positive self-concept
- Develop social skills
- Encourage children to think, reason, question and experiment
- Encourage language development
- Enhance physical development and skills
- Encourage and demonstrate sound health, safety and nutritional practices
- Encourage creative expression
- Respect cultural diversity of staff and children
- Respect gender diversity

Jurisdiction specifications for each state

Victoria
<ul style="list-style-type: none">• Victoria: the Victorian Early Years Learning and Development Framework

Source

<ul style="list-style-type: none">• Australian Children’s Education & Care Quality Authority.• Guide to the Education and Care Services National Law and the Education and Care Services National Regulations• ECA Code of Ethics.• Guide to the National Quality Standard.• Frith, John Dr & Kambouris, Nita & O’Grady, Onagh & University of New South Wales. School of Public Health and Community Medicine (2003). Health & safety in children’s centres : model policies & practices (2nd ed). School of Public Health and Community Medicine, University of New South Wales on behalf of the Australian Early Childhood Association (NSW Branch), and the NSW Children’s Services Health and Safety Committee, [Sydney]

- Tansey, Sonja. (2005, September 2005). Supervision in Children's Services. Putting Children First, the Newsletter of the National Childcare Accreditation Council (NCAC) Issue 15, p. 8-11.
- Programming with the Early Years Learning Framework (2014)
- Program and Planning in Early Childhood Settings 5th Edition (2012)
- Revised National Quality Standard-2018

Review

Policy Reviewed	Modifications	Next Review Date
January 2017	Minor changes made to Educators roles and responsibilities to ensure a compliant and operative program – see yellow highlights	January 2018
October 2017	Updated the National Quality Standard references to comply with revised standard	January 2018
January 2018	<ul style="list-style-type: none"> - Adjustment in Education and Care Services National Regulations section - Added related policy section - Statements added to improve operational compliance and delivery 	January 2019
February 2018	<ul style="list-style-type: none"> - Saved title change from Programming Policy to Educational Program Policy - Improved grammar in the Purpose 	January 2019