



EDUCATIONAL PROGRAM POLICY

PURPOSE

We aim to enhance children's learning and development through the pedagogical practices of educators in a positive learning environment through which the five learning outcomes from the *Early Years Learning Framework (EYLF)* are supported and promoted. 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, educators, volunteers, 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 previous experiences of each child, while considering 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>
- My Time, Our Place: Framework for School Age Care in Australia (MTOPI): <https://www.education.gov.au/my-time-our-place>

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

The approved learning frameworks include 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.

In compliance with the Early Years Learning Framework and National Regulations, the program will contribute to the following outcomes for each child:

- The child will have a strong sense of identity
- The child will be connected with and contribute to his or her world
- The child will have a strong sense of wellbeing
- The child will be a confident and involved learner, and
- The child will be an effective communicator.

Our Service also supports the Early Years Learning Framework through the following:

- 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 and 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 based 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.
- Each child's play and learning experiences will be used to build and develop each child's individual Learning Stories, Portfolio's and Observations demonstrating strengths and development.
- The curriculum will be evaluated and reflected upon continuously by educators.

Children's learning will be supported by creating programs that include:

- holistic approaches
- responsiveness to children
- Planning and implementing learning through play
- Intentional teaching
- physical and social learning environments that have a positive impact on children's learning
- Valuing the cultural and social contexts of children and their families
- Providing for continuity in experiences and enabling children to have successful transition
- Assessing and monitoring children's learning to inform provision and to support children in achieving learning outcomes

Each room will have a program available for families that identifies learning experiences, focus experiences, planned follow up experiences, parent input, special events and spontaneous and children's choice experiences. Educators will complete at minimum one complete learning cycle per month, per child as well as group observations throughout the month ensuring that all children are included in the program over the period of a month. Information about these experiences will be located either in the child's individual portfolio or on the centre's online platform, Storypark, for families to view.

Each child's development is documented either in a portfolio or on the centres online platform StoryPark, including observations, photos, paintings, and drawings. Educators will assess children's individual needs, to determine what areas of development they may need encouragement in and how educators can further challenge each child. Experiences will then be placed into the program, observed, implemented and evaluated.

In relation to programming and planning educators will

- collaborate with the educational leader for curriculum direction and guidance
- implement an ongoing cycle of planning, documenting and evaluating children's learning which will underpin the educational program and involve educators in critically thinking about what is achievable and why.
- document children's experiences and their responses to the environment making children's learning visible to educators and families and promote shared learning and collaboration.
- provide experiences that include both structured and unstructured learning times catering for children's individual needs and interests and that are age appropriate.
- ensure materials and equipment reflect 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.
- provide experiences that support and develop all developmental areas and curriculum areas including music, maths, and science.
- plan and implement the intentional teaching of Fundamental Movement Skills (FMS) to support the physical development of children of all ages.
- gather information from families upon enrolment regarding the child's needs, interests, 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 and education is provided.
- ensure information about the child's participation in the program is available for families.
- ensure families receive a copy of children's learning progress.
- encourage communication with families about physical activity, gross motor, and fundamental movements skills development.
- explore ideas and theories using imagination and creative play.
- allow large blocks of uninterrupted time to allow children to develop their ideas and play.
- use the learning outcomes to guide 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 and engaged 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 and experiences.
- 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 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.
- assist children to develop daily habits, understanding, and skills that support health and wellbeing.

Children thrive when families and educators work together in partnership to support young children’s learning, so we encourage families to participate and have input into the program. We promote this by using the centres online platform StoryPark, asking parents to complete questionnaires, through daily conversations and parent teacher interviews which happen twice a year. This helps us to provide continuity in the child’s learning and interests between home and childcare.

EDUCATIONAL LEADER

To support learning and education throughout the centre an educational leader will be appointed and provided 2 hours of non-contact time per week to complete their duties which may include but are not limited to

- Supporting other educators with programming and planning
- Researching and providing handouts to educators in relation to programming and planning
- Attending relevant training and then presenting to the team
- Ensuring that other educators are meeting the required programming requirements as per this policy and report back to the director with any concerns.

The approved provider in relation to the educational leader will ensure:

- the educational leader selected is supported to lead the development and implementation of the educational program and assessment and planning cycle within the service.
- the educational leader has the skills, knowledge and attributes to mentor and support educator’s understanding of educational programming and practice.
- the name of the person designated as the educational leader is displayed in an area visible to families and educators.

SOURCES

Arthur, L, Beecher, B, Death, E, Dockett, S, & Farmer, S. (2017). *Programming and planning in early childhood settings (7th Ed.)*. North Ryde, Australia: Cengage Learning Australia.
 Australian Children’s Education & Care Quality Authority. (2014).
 Australian Government Department of Education, Skills and Employment. (2009) *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*.

Caplan, L, & Kyretses, S. (2014). *Programming with the early years learning framework*.
 Craigieburn, Victoria: Curriculum Kids.
 Early Childhood Australia Code of Ethics. (2016).
 Education and Care Services National Law Act 2010. (Amended 2018).
[Education and Care Services National Regulations](#). (2011).
 Guide to the Education and Care Services National Law and the Education and Care Services
 National Regulations. (2017).
 Guide to the National Quality Framework. (2017). (Amended 2020).
 Revised National Quality Standard. (2018)

Links to:

- Supervision policy
- Parent handbook 2021
- Educator handbook 2021
- Additional needs policy
- Behaviour guidance policy
- Code of conduct policy
- Communication policy

Date Reviewed: April 2021

Next Review Date: April 2022

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 coordinators 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	
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
118	Educational leader
148	Educational leader
168	Education and care service must have policies and procedures
254	Declared approved learning frameworks

Policy created	Feb 2021 to replace Program Policy (Aug 2018)
Revision Date	Summary of Changes
12/2/21	<ul style="list-style-type: none"> • added all information about educational leader. • added purpose, scope, in relation to programming and planning educators will. • Added NQS and reg links • Changed policy name from program policy to educational program policy • Added logo
9/4/21	<ul style="list-style-type: none"> • No changes made

