

## EDUCATIONAL PROGRAM AND PRACTICE

### Quality Area: Educational Program and Practice

**Standard 1.1:** An approved learning framework informs the development of a curriculum that enhances each child's learning and development

**Standard 1.2:** Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child

### Education and Care Services National Regulations 2011

73 Educational programs

74 Documenting of child assessments or evaluations of delivery of educational program

75 Information about educational program to be kept available

76 Information about educational program to be given to parents

Research accentuates that quality programs significantly influences 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 test out their understanding of themselves others and the world around them.

## PURPOSE

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.

## POLICY

Educators will gather and interpret information about children to inform the preparation of the environment and implement experiences that are engaging and meaningful.

## PROCEDURE

The Guide to the National Quality Standard states that, 'Planning involves observing, gathering and interpreting information about children to inform the preparation of environments and experiences that engage them and are meaningful for them. It also involves reflecting on and documenting children's experiences and learning' (p. 22).

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

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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 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 \(EYLF\)'\)](#)
- [My Time, Our Place: Framework for School Age Care in Australia \('Framework for School Age Care'\)](#).

### **Our service is committed to the Early Years Learning Framework (EYLF).**

#### 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 for each child's learning
- 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.
- The curriculum will be evaluated and reflected upon continuously by educators

#### **Nominated Supervisor will:**

- Ensure that a suitable program based on an approved learning framework is delivered to all children
- Ensure all Educators work with families in preparing and/or implementing the curriculum which collaborates with the services philosophy

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- 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
- Communicate with families on a regular basis
- 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.

### 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 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
- Gather information from families 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
- 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
- Make use of spontaneous 'intentional teaching' moments to extend children's learning
- Respond to children's displays of learning dispositions by commenting on them and providing encouragement and additional ideas
- Further extend critical thinking skills through provocations

- Plan realistic curriculum goals for children based on observation and assessment of individual needs and interests.

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

#### **Implementation and the environment:**

- Educators ensure that planning/program is child led and flexible to allow children to build on their discoveries or spontaneous interests throughout the day
- The environment allows children free selection of activities in addition to planned activities
- Educator will prepare an inviting and welcoming play space for children, utilising planned activities and experiences, while allowing for the area to evolve with the children's needs
- Outings and special events are planned to enrich children's experiences, for example a library excursion or a visitor to provide an activity in the home
- Educator will provide adequate and sufficient equipment to support the planning/program of activities; utilise parent knowledge as well as the resources provided by professional and community organisations to ensure cultural relevancy
- When presenting activities balance the need to engage the children without over or under stimulating
- Opportunities for indoor and outdoor physical activities are included throughout the day, or free flowing indoor/outdoor play if appropriate
- Educators will encourage all children to have a positive attitude towards their own and others achievements, cultures, lifestyles and abilities
- Children are encouraged to take an active role in the pack up and transition of activities

**Documentation:**

- Educators will display the proposed daily routine. Routines are flexible and adaptable to the individual needs of all children
- Educators will keep documentation (electronic/ paper copies/ displays/ photographs etc) of individual children's assessments of learning or evaluations of the delivery of their educational program
- Documentation is to be available and accessible to all families, coordination unit and regulatory authorities at all times

**Source**

- Australian Children's Education & Care Quality Authority. (2014). Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- ECA Code of Ethics.
- Australian Children's Education & Care Quality Authority. (2013).
- 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.
- the Early Years Learning Frameworks – 'Belonging, Being, Becoming' and 'My time, our place'
- Program and Planning in Early Childhood Settings 5<sup>th</sup> Edition (2012)

**Associated Forms/information:**

- Service contract agreement

*Failure to comply with this policy may result in disciplinary action or termination of employment or registration as an educator*

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