



Educational Program and Practice

Date adopted:

Date last reviewed:
February 2023Reviewed by:
Board of Management,
Staff and FamiliesDate of next review:
February 2025**Policy context:**

This policy relates to:

National Quality Standards.	<p>Quality Area 1 Educational program and practice</p> <p>Standard 1.1 <i>Program</i> The educational program enhances each child's learning and development.</p> <p>Element 1.1.1 <i>Approved learning framework</i> 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.</p> <p>Element 1.1.2 <i>Child-centred</i> Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.</p> <p>Element 1.1.3 <i>Program learning opportunities</i> All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.</p> <p>Standard 1.2 <i>Practice</i> Educators facilitate and extend each child's learning and development.</p> <p>Element 1.2.1 <i>Intentional teaching</i> Educators are deliberate, purposeful, and thoughtful in their decisions and actions.</p> <p>Element 1.2.2 <i>Responsive teaching and scaffolding</i> Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.</p> <p>Element 1.2.3 <i>Child directed learning</i> Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.</p> <p>Standard 1.3 <i>Assessment and planning</i> Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</p> <p>Element 1.3.1 <i>Assessment and planning cycle</i> 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.</p> <p>Element 1.3.2 <i>Critical reflection</i> Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.</p> <p>Element 1.3.3 <i>Information for families</i> Families are informed about the program and their child's progress.</p>
Legislation/Act.	<p>Education and care services national law act 2010 section 168</p> <p>Education and Care Services National Regulations 2011 Part 4.1—Educational Program and Practice</p> <p>73 Educational program</p> <p>74 Documenting of child assessments or evaluations for delivery of educational program</p> <p>75 Information about educational program to be kept available</p> <p>76 Information about educational program to be given to parents</p>

Documents related to this policy

Related policies	Inclusion of children with Additional Needs
Forms or other organisational documents	Observing and Recording Cycle Assorted Portfolio Templates

References	<ul style="list-style-type: none"> – Guidelines supporting this policy include: Curriculum Development Guideline; Pedagogical Documentation Guideline; Supporting Participation Requirement. – Other related documents include: Children's Health and Safety Policy; Collaborative Partnerships with Families and Communities Policy; Social Justice -Interactions with Children Policy. – Australian Government Department of Education, Employment and Workplace Relations (2009), <i>Belonging, Being and Becoming: The Early Years Learning Framework for Australia</i> – Department of Education and Early Childhood Development, (2009)<i>The Victorian Early Years Learning and Development Framework</i> – Education and Care Services National Law Act (2010) Section 168, 323 found at http://acecqa.gov.au/national-quality-framework/legislation/ – Regulatory Reference: Education and Care Services National Regulations (2011) Regulation 73, 74, 75, 76,) found at http://acecqa.gov.au/national-quality-framework/national-regulations/
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Policy Review:	
Policy review frequency: This policy will be reviewed in accordance with the Organisations Review Policy.	Responsibility for review: The Board of Management.
Where appropriate staff will be part of the review process.	
Documentation and communication: Policy documentation to be held in Policy and Procedure manuals. Where appropriate copies of new or reviewed policies will be given to staff, volunteers and families.	

Policy statement

At Woy Woy Peninsula Community Child Care, the Australian Early Years Learning Framework (EYLF) is the approved National curriculum which informs and underpins the educational program and practice in our early learning environment.

The Australian Early Years Learning Framework principles, practices and learning outcomes guide educators approach to children's learning, including best practice, intentional teaching, decision making and an ongoing cycle of observation and assessment.

At WWPCCC the educational program and practice developed by educators recognises children's sense of agency and demonstrates a commitment to listening to and respecting children (the pedagogy of listening).

WWPCCC is committed to support the inclusion and participation of every child and their family within our early learning environment. Our educational programs and practices value and respect diversity including Aboriginal and Torres Strait Islander cultures, identities and connections to community and country. We recognise families have an intrinsic role in children's lives and in supporting a child to identify with and make meaning of themselves and their world.

Within the context of respect, reflect, relate we seek to build partnerships with children, families and the educators to maximise learning opportunities.

What does this policy apply to?

- The development of a curriculum that enhances each child's learning and development
- Supporting children's participation and promoting children's agency
- Designing and delivering a program for each child

Curriculum development

At WWPCCC the educator's approach to children's learning is informed by the Australian Early Years Learning Framework. Conversations between educators, children, their families and the broader community inform intentional aspects of the curriculum and support spontaneous experiences, play and conversations.

Supporting children's participation and promoting children's agency

At WWPCCC we recognise children's agency and children's views inform and guide day-to-day practice.

Designing and delivering a program for each child

At WWPCCC all educators engage in an ongoing cycle of planning that involves observing, gathering, and interpreting information about children underpinned by contemporary early childhood theories and perspectives.

WWPCCC educators listen to children and use documentation to record children's experiences and their responses to the learning environment.

WWPCCC educators actively co-construct learning (that is, learning takes place as children interact with educators and other children as they work together in partnership). Educators facilitate play-based curriculum and act as guides, coaches, facilitators and mentors to children's social interaction, thinking and communication capacities. Educators engage in ongoing critical reflection on their practice with children to inform decisions about the type and degree of support, offered to the child as the learner. Reflections journals are used in each classroom to record and examine these perspectives for examining and adjusting practice. Individual educator reflections diaries are not required by WWPCCC to be used as part of the evidencing process.

WWPCCC educators engage in ongoing critical reflection of children's engagement in the learning environment and of their own interaction with children to support their play so as to better understand the individual child as a learner.

WWPCCC utilises The Early Years Learning Framework (and/ or approved State-based frameworks) to guide informed decisions about curriculum development and in planning, implementing and evaluating.

Program Format

- Program template will list experiences that are always available within the learning environments.
- The program template includes the EYLF broad areas
- Other provocations and changes are referred to using the curriculum input key.
- Reflections include references to at least one of the following:
 - ✓ EYLF Learning Outcomes/Principles/Practices
 - ✓ National Quality Standards
 - ✓ Philosophy
 - ✓ Child development theorists
 - ✓ Developmental overviews
- Term goals are set for the groups and goals for individuals are evident in the portfolios.
- Daily reflections are displayed in each classroom for the children and families to revisit.

INPUT KEY		O/E	Observation /Extension
CI	Child Input	S	Spontaneous
FI	Family Input	IT	Intentional Teaching
COM	Community Input	OE	Outdoor Environment

How the children's learning and assessment is observed and recorded

Developmental profiles (portfolios) – maintained for all children enrolled at the service.

- Staff can observe all children, and are responsible for a primary group (see lists displayed in rooms).
- Surveys from families/primary caregivers completed in first four weeks.
- Portfolio to include:
 - Photo of child, general information.
 - Survey from families including goal setting.
 - Observations – At a minimum there will be the 5 broad learning outcomes included with extensions of learning will occur within the calendar year.
 - Semestral and yearly developmental assessment.
 - Samples of child's work
 - Examples of conversations, projects and play
 - Photos
 - Staff "general" observations and assessments to be shared e.g. in depth socio-dramatic play.
- Families have access to records at any time respecting confidentiality of others
- Can be taken home – sign in/out – returned
- Portfolios sent home with child at the end of the year – after an electronic copy is scanned.
- Evaluate portfolios at staff meetings and evaluation meeting/issue surveys as required.
- Conversations with families related to staff e.g. date/issue/plan of action/outcome, are recorded in a separate communication/behaviour book plus copies of referrals.

Definitions

Agency:

Defined as 'being able to make choices and decisions, to influence events and to have an impact on one's world', in the Belonging, Being Becoming. The Early Years Learning Framework for Australia (Australian Government, 2009)

Co-construct:

Defined as 'learning takes place as children interact with educators and other children as they work together in partnership', in the Belonging, Being Becoming. The Early Years Learning Framework for Australia (Australian Government, 2009)

Curriculum:

Defined in the early learning setting as being 'all interactions, experiences, activities routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development', in the Belonging, Being Becoming. The Early Years Learning Framework for Australia (Australian Government, 2009)

Intentional teaching:

Defined as 'educators being deliberate, purposeful and thoughtful in their decisions and actions. Intentional teaching is the opposite of teaching by rote or continuing with traditions simply because things have

'always' been done that way', in the Belonging, Being Becoming. The Early Years Learning Framework for Australia (Australian Government, 2009)

Learning Framework:

Defined as 'a guide which provides general goals or outcomes for children's learning and how they might be attained. It also provides a scaffold to assist early childhood setting to develop their own more detailed curriculum', in the Belonging, Being Becoming. The Early Years Learning Framework for Australia (Australian Government, 2009)

Pedagogy:

Defined as 'early childhood educator's practice, especially those aspects that involve building and nurturing relationships, curriculum decision making, teaching and learning', the Belonging, Being Becoming. The Early Years Learning Framework for Australia (Australian Government, 2009)

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