

# Nunawading Christian College ELC & OSHC

## Educational Program Policy



### Document Control

Revision Number	Implementation Date	Review Date	Prepared By	Approved By
7	January 2022	January 2023	Katherine Darroch	Leanne Munchan

## Rationale

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		
<b>1.1</b>	Program	The educational program enhances each child's learning and development
<b>1.1.1</b>	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.
<b>1.1.2</b>	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
<b>1.1.3</b>	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
<b>1.2</b>	Practice	Educators facilitate and extend each child's learning and development.
<b>1.2.1</b>	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
<b>1.2.2</b>	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback
<b>1.2.3</b>	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
<b>1.3</b>	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
<b>1.3.1</b>	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.
<b>1.3.2</b>	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
<b>1.3.3</b>	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	
<b>73</b>	Educational programs
<b>74</b>	Documenting of child assessments or evaluations for delivery of educational program
<b>75</b>	Information about educational program to be kept available
<b>76</b>	Information about educational program to be given to parents
<b>118</b>	Educational Leader
<b>148</b>	Educational Leader
<b>168</b>	Education and care service must have policies and procedures
<b>254</b>	Declared approved learning frameworks

## Related Policies

Code of Conduct Policy  
 Excursion/Incursion Policy  
 Interactions with Children, Family and Staff Policy  
 Privacy and Confidentiality 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 (EYLF). 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 Education and Care Services 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>
- My Time, Our Place: Framework for School Age Care in Australia <https://www.education.gov.au/my-time-our-place>

There is also an approved learning frameworks specific to Victoria:

- Victoria: the Victorian Early Years Learning and Development Framework

### **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 & 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.
- Each child's play and learning experiences will be used to build and develop each child's individual learning profile to record their learning journey. This may include Learning Stories, portfolios, observations, photographs with captions and annotations, children's feedback and other documentation demonstrating strengths and development.
- The curriculum will be evaluated and reflected upon continuously by educators as part of the ongoing cycle of assessment and planning.
- Appointing an Education Leader to oversee the development, implementation and review of our educational program while supporting and mentoring educators in all aspects of the educational program.

#### **The Approved Provider 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 educators' understanding of educational programming and practice.
- The staff record includes the name of the person designated as the Educational Leader.

#### **Management/ A Nominated Supervisor / Educational Leader / Responsible Person will:**

- Ensure that a suitable program based on an approved learning framework is delivered to all children
- Collaborate with educators and provide curriculum direction and guidance.
- Ensure all Educators work as a team in preparing and/or implementing the curriculum which collaborates with the service philosophy
- Develop collaborative relationships with families to achieve quality outcomes for all children building on understandings of diversity, especially Aboriginal and Torres Strait Islander cultures.
- Ensure modifications are made in the environment for children with disability 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 of fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences.
- Ensure key physical activity recommendations within Munch and Move are embedded into our curriculum
- 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:

- 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 involves educators in critically thinking about what is obtainable and why.
- Gather evidence of children's learning to ensure the educational program is responsive to the strengths, needs and interests of young children
- Ensure the curriculum reflects diversity and reflects the values and beliefs of children and families
- Take responsibility to be culturally competent and display positive attitudes towards cultural differences, respectfully acknowledge multiple cultural ways of knowing, seeing and being
- Document children's experiences and their responses to the environment making children's learning visible to children, 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, interests and are age appropriate.
- Ensure materials and equipment reflect the cultural diversity and family values that exists in our society
- Intentionally promote learning about a child's culture, country and community through dance, music, language and dialect, stories, art and craft
- 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
- Collaborate with children and families to support children's learning.
- 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 information about 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 examines 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
- Providing positive instruction, role modelling and advice to children as they develop and improve their FMS
- 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: The Victorian Early Years Learning and Development Framework

## Source

Arthur, L, Beecher, B, Death, E, Dockett, S, & Farmer, S. (2017). Programming and planning in early childhood settings (7<sup>th</sup> Ed.). North Ryde, Australia: Cengage Learning Australia.

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Munch & Move:

<https://www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx>

Revised National Quality Standard. (2018).

Tansey, S. (2005). Supervision in children's services. Putting Children First: The Newsletter of the National Childcare Accreditation Council. Issue 15, pp. 8-11.

## Review

Policy Reviewed	Modifications	Next Review Date
January 2017	<ul style="list-style-type: none"> <li>Minor changes made to Educators roles and responsibilities to ensure a compliant and operative program – see yellow highlights</li> </ul>	January 2018
October 2017	<ul style="list-style-type: none"> <li>Updated the National Quality Standard references to comply with revised standard</li> </ul>	January 2018
January 2018	<ul style="list-style-type: none"> <li>Adjustment in Education and Care Services National Regulations section</li> <li>Added related policy section</li> <li>Statements added to improve operational compliance and delivery</li> </ul>	January 2019
February 2018	<ul style="list-style-type: none"> <li>Saved title change from Programming Policy to Educational Program Policy</li> <li>Improved grammar in the Purpose</li> <li>Updated content to further support fundamental movement and active play</li> </ul>	January 2019
March 2019	<ul style="list-style-type: none"> <li>Adjustment to include specific information regarding the curriculum planning cycle</li> </ul>	March 2020
April 2020	<ul style="list-style-type: none"> <li>Format Change</li> <li>Sources checked for currency and updated as required</li> <li>Western Australian curriculum amended</li> <li>Additional links added</li> </ul>	January 2021
January 2021	<ul style="list-style-type: none"> <li>Additional information and regulations related to role of educational leader</li> <li>Minor editing</li> <li>Sources and links checked for currency and edited where required</li> </ul>	January 2022
January 2022	<ul style="list-style-type: none"> <li>Additional related policies added (edited change of name for some policies)</li> <li>Additional information related to cultural competence</li> <li>Collaboration with families and children added</li> <li>Reference to new policy added (Physical Activity Policy)</li> </ul>	January 2023