

F – EDUCATIONAL PROGRAM & PRACTICE

Effective from: 4 September 2018
Contact officer: Coordinator of Children's Services
Next review date: 2 – 4 years / as required
File Reference: 1825/29.5
Related Policies/Local Laws/Legislation:

- Children (Education and Care Services National Law Application) Bill 2010 – Section 168
- Education and Care Services National Regulations 2011. CI 73-76, CI 118
- National Quality Standards. QA1

Related Documents:

- The Early Years Learning Framework – Belonging, Being, Becoming.
- Framework for School Aged Care in Australia – My Time Our Place
- ACECQA – Guide to the National Quality Framework – updated 2018
- Wingecarribee Shire Councils Children's Services Philosophy
- Wingecarribee Children's Services Policy and Procedures
- Educators programs, developmental records and routines.

PURPOSE

SCOPE *"A supportive active learning environment encourages children's engagement in learning...Active involvement in learning builds children's understandings of concepts and creative thinking and inquiry processes that are necessary for lifelong learning"* – **Belonging, Being and Becoming, The Early Years Learning Framework for Australia p 33.**

"Play and leisure activities in school age care settings (that are based on the approved learning framework) provide children with confidence to take responsibility for their own learning, personal regulation and contribution to the social environment...Children engage when they are motivated and can participate in purposeful activities" – **My Time Our Place, Framework for School Age Care in Australia p33)**

The Education and Care National Law Act 2010, and Standard 1 of the National Quality Standard for Early Childhood Education and Care and School Age Care requires that a program is delivered to all children being educated and cared for by the service that:



- is based on an approved learning framework; and
- is delivered in a manner that accords with the approved learning framework; and
- is based on the developmental needs, interests and experiences of each child; and
- is designed to take into account the individual differences of each child

The Education and Care Services National regulations require that the education program contributes to the following outcomes for children:

- 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;
- The child will be an effective communicator

SCOPE

This policy applies to:

Wingecarribee Children's Services Staff employed by Wingecarribee Shire Council

Wingecarribee Family Day Care Educators as Agents of the Approved Provider – Wingecarribee Shire Council

All children and families accessing care with Council's Children's Services

All volunteers and students engaged with Wingecarribee Children's Services.

PROCEDURE

1. Coordination Unit Staff will:

- 1.1 Provide information, resources and professional development to educators and staff in the delivery of an educational program and practice.
- 1.2 Be available to consult, liaise and talk to families of children in care about the approved learning framework
- 1.3 Support educators and staff in the delivery of an education and care program
- 1.4 Ensure that all Council's children's services and family day care educators are working with the relevant curriculum framework and identified outcomes. These curriculum frameworks include:
 - My Time our Place – School Aged Learning Framework
 - Belonging Being Becoming - The Early Years learning Framework



- 1.5** Ensure that educators and staff are providing a program that meets the requirements of the Children (Education and Care Services National Law Application) Bill 2010 and associated Regulations and Standards.

2. The Educational Leader will:

- 2.1** Assist, support and lead educators/staff in the development, understanding, implementation and reflection of educational programs based on the Early Years Learning Framework and/or the My Time Our Place framework for school aged children.
- 2.2** Deliver and provide information, resources and professional development to support educators with their program planning and assessment.
- 2.3** Ensure that an education and care program is being delivered that addresses the holistic child, inclusive of the child's individual needs and interests.
- 2.4** Ensure that the planning and assessment approach of educators/staff meets with the service's regulatory requirements.
- 2.4.1 For a child preschool age or under:
- a) An assessment of the child's developmental needs, interests, experiences and participation in the educational program
 - b) An assessment of the child's progress against the outcomes of the educational program
- 2.4.2 For a child over preschool age
- a) Evaluations of the child's wellbeing, development and learning.
- 2.5** Be available to discuss a child's development with Educators/staff and or families.

3. Educators/Staff will:

- 3.1** Develop and use a method of recording observations which works for them and their service. Examples include but not necessarily limited to: written notes, diary entries, journals, computer records, communication booklets, photos (with permission), child portfolios and developmental checklists
- 3.2** Reflect on the observations of the children when planning the learning environment based on the individual needs of the children and the group as a whole.
- 3.3** Ensure the individual children's interests, wellbeing and developmental progress is taken into account when planning a learning environment.
- 3.4** Use the Early Years Learning Framework and/or My Time Our Place as the approved learning frameworks which inform the development of a curriculum which enhances each child's learning and development.
- 3.5** Ensure the program, including routines and transitions are organised in ways that maximise opportunities for each child learning and development of life skills.
- 3.6** Ensure every child is supported to participate in the program. Respect a child's right to choose not to participate.



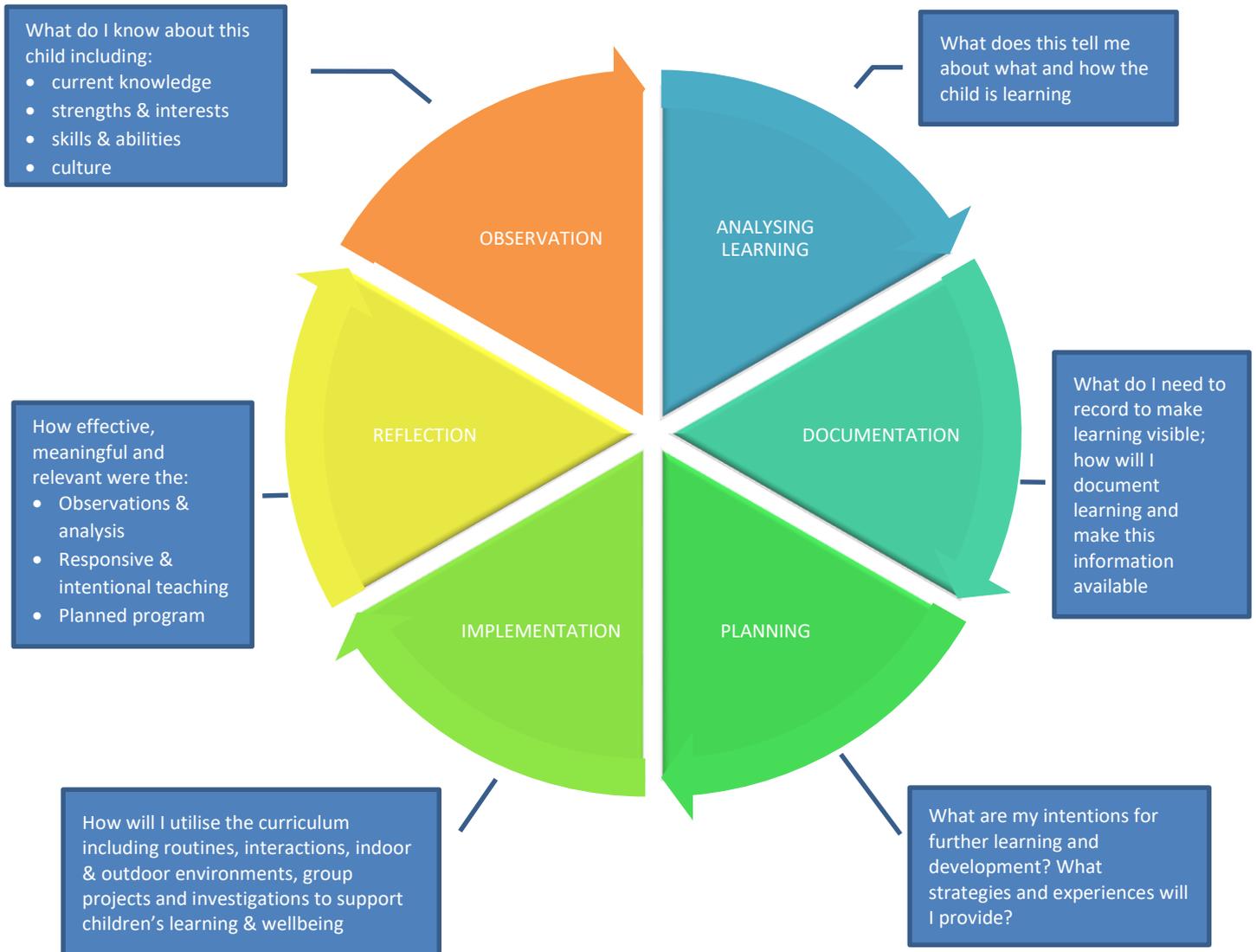
- 3.7 Ensure each child's learning and development is assessed and documented as part of an ongoing cycle of planning, documenting and evaluation, with respect to the period of time the child is being educated and cared for. At a minimum meet Service minimum requirement. **(Family Day Care)**
- 3.8 Ensure each child's wellbeing, development and learning is evaluated and documented as part of an ongoing cycle, with respect to the period of time the child is being educated and cared for. **(Out of School Hours Care)**
- 3.9 Programs are planned with children's involvement, valuing their contributions and ideas. Educators use intentional teaching to scaffold and extend on the child's learning and understanding.
- 3.10 Ensure critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.
- 3.11 Ensure the individual child's relationships and interactions with their peers, families, staff/educators and the community is taken into consideration.
- 3.12 Ensure the program of activities is flexible and allows opportunity to build on children's discoveries or spontaneous interest throughout the day.
- 3.13 Ensure outings are planned to enrich children's learning and still maintain a balance of activities in the Educator's home or at the centre based service.
- 3.14 Where school age children are in care, ensure opportunities which balance their school requirements, individual interests, life skill development and recreational opportunities are catered for.
- 3.15 Provide adequate and sufficient equipment and resources to support the program of activities taking into consideration the ages, culture, number and interests of the children.
- 3.16 Include and incorporate information, feedback, suggestions and ideas from families in to the programming and planning cycle.
- 3.17 Display and regularly discuss the program with families using the service.
- 3.18 Discuss the program with the coordination unit staff/educational leader.
- 3.19 Reflect on the program for future planning. Consider who did what, how it happened, when it took place, what worked well, what didn't work and why, what learning took place and did the children enjoy the experiences offered.
- 3.20 Ensure families are provided the following information upon request:
 - 3.20.1 The content and operation of the educational program as it relates to their child.
 - 3.20.2 Information about their child's participation in the program
 - 3.20.3 A copy of any assessments, child progress notes or developmental records relating to their child.



Children's Services Procedures

4. Assessment and Planning Cycle

Our beliefs, practices & intentions for implementing educational programs are influenced by..... Our Values, Culture, Pedagogical Theory, Knowledge & Understanding of Child Development, Philosophy, Contexts, Environment, National Quality Framework (NQS, EYLF & MTOP), National Regulations & Law, Service Culture, Understanding of Families and the Children in Our Care, Community



5. Families:

- 5.1** Families at enrolment will be provided the opportunity:
 - 5.1.1 to complete information on their child, to assist the educators/staff in making the relevant assessments regarding the child's developmental needs, wellbeing and interests in relation to the education and care environment.
 - 5.1.2 to provide guidance to the educators/staff on the goals they have for their child in relation to the specific education and care setting.
- 5.2** Educators will initiate and facilitate regular ongoing communication with families concerning their child's participation. Families will be informed promptly and sensitively of any issues or concerns in regard to their child, with respect to privacy and confidentiality.
- 5.3** Programs will be displayed in a visible location at all children service facilities where children are in care. Families are encouraged to discuss any aspect of the program with educators/staff.
- 5.4** Centre Based Vacation Care programs will be available to families on the Council Website and emailed to families prior to each vacation care program commencing.
- 5.5** Families will be encouraged to have input into the program, especially in relation to their own child's participation. The extent to which families would like to be involved will be respected.
- 5.6** Programs will reflect cultural differences of all families using the service. The service will celebrate special events with the children that reflect the cultural heritage and ethnic origins of children attending the service. Educators/staff will work with families to ensure a smooth transition and continuity of learning experiences for children.
- 5.7** The service will offer opportunities for families to provide formal and informal feedback and suggestions on all aspects of the service, relating to their child. This includes but is not limited to entry/exit surveys, newsletter surveys and policy and procedure reviews.
- 5.8** Families will be provided with regular newsletters, notes, emails and other specific information as it comes to hand.

6. Transitions to other Early Childhood Learning Environments – Family Day Care

- 6.1** The "Highland Child" Directory is available on Wingecarribee Shire Council's Website under Children's Services. This provides information on other Early Childhood Services in the local community.
- 6.2** Educators and staff support and encourage families to seek a preschool based program for their child in the year prior to school and are willing to work with the family and the designated service towards a smooth transition for the child, where applicable.



- 6.3** Wingecarribee Family Day Care respects the decision of families on the placement and child care choices for their child. Our service understands that aspects such as work hours, family structures, location and economic status all have an impact on the decision families may make towards their child care arrangements. As such, our service offers a program and service grounded by the service philosophy and the learning outcomes in Early Years Learning Framework to ensure all children in our care have the opportunity of reaching their full potential
- 6.4** Wingecarribee Children's Services promotes and engages in local early childhood networking opportunities across the Shire to promote strong relationships and connections with other services who work with or have the capacity to support the children and families who use our service.

Approved By:



Danielle Lidgard
GROUP MANAGER CORPORATE AND COMMUNITY

