

Warradale Community Children's Centre acknowledges the traditional custodians of the land we live on today and we pay our respects to the Aboriginal and Torrens Strait Islander People past, present and emerging.



Educational Programme Policy

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.

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1.3.3	Information for families	Families are informed about the program and their child's progress.
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EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of an 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

Aim

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. 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.

Implementation

Under the National Law and National Regulations, approved services are required to base their educational programme on an approved learning framework. Warradale Community Children's Centre is committed to the Early Years Learning Framework (EYLF) in our curriculum planning, which ensures that each child's learning will be based on their interests and strengths and will be guided by educators.

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The programme should focus on addressing the developmental needs, interests and experiences of each child, while taking into account the individual differences of each child.

- 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, based on the children's interests, spontaneous experiences and family contribution.
- Where appropriate, the centre will liaise with external agencies and support persons to best educate and care for children with additional needs.
- Children's learning and development will be enhanced through the pedagogical practices of educators and families in a positive learning environment which is promoted across the five learning outcomes from the Early Years Learning Framework.

Leadership will:

- Ensure that a suitable programme based on an approved learning framework is delivered to all children.
- Ensure all educators work as a team in preparing and/or implementing the curriculum which collaborates with the centre's philosophy.
- Ensure modifications are made in the environment for children with special needs. Appropriate, professional referrals will be made, where necessary, with family permission.
- Ensure that there is a conscious balance between indoor and outdoor experiences planned for, with large blocks of unstructured time for child-initiated play.

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- Communicate with families on a regular basis face to face and via Storypark.
- 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:

- Gather information from families upon enrolment regarding the child's needs, interest and family backgrounds. This information will be treated as confidential and allows educators to provide experiences that interest and extend children's current knowledge and development. We feel that it is important to develop a partnership between parents and educators to ensure that consistency between home and the Centre occurs and that the best possible education and care is provided.
- Gather and interpret information about children as individuals to inform the preparation of the environment and implement experiences that are engaging and meaningful.
- 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 obtainable and why.
- Plan realistic curriculum goals for children, based on observation and assessment of individual needs and interests.
- Document children's experiences and their responses to the environment through Storypark and Floor books.
- Make children's learning visible to children, educators and families and promote shared learning and collaboration.
- Make use of spontaneous 'teachable moments' to extend children's learning.
- Provide experiences that promote success and include both structured and unstructured learning times, catering for children's individual needs and interests at an age-appropriate level.

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- Provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising.
- Respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
- View children as active participants and decision makers, working with each child's unique qualities and abilities.
- Ensure materials and equipment reflect the cultural diversity that exists in our society.
- Make sure the child's participation in the program is available for families.
- 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.
- Ensure families receive a copy of children's learning progress.
- Explore ideas and theories using imagination, creativity and play, during large blocks of uninterrupted time.
- Use the learning outcomes of the Early Years Learning Framework to guide their planning for children's learning.
- Intentionally scaffold children's understanding and 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.
- Seek opportunities within the routine for spontaneous play and learning.
- 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.
- Develop each child's Learning Stories, Portfolio and observations based on their goals, strengths and development.
- Evaluate and reflect upon the curriculum continuously.

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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

EVALUATION: This policy will be seen to be working effectively when all children's strengths and interests are programmed for individually and as a group, and the programme is visible.

Sources

- Australian Children's Education & Care Quality Authority.
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- Ann Pelo & Margie Carter: From Teaching to Thinking: A pedagogy for reimagining our work. (2018)
- 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.

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- Brompton Children's Centre
- Programming with the Early Years Learning Framework (2014)
- Program and Planning in Early Childhood Settings 5th Edition (2012)
- Revised National Quality Standard 2018

Record of Policy Adoption and Amendment:

Version	Date	Details	Author	Next Review Date
1.0	1/6/20	Policy developed	Trish Cook	1/6/2023
1.1	1/6/23	Added Storypark and Floor books as documentation method.	Poornima Radhakrishnan	31/12/24