

COONARA EARLY LEARNING CENTRE POLICY NO: 47

EDUCATIONAL PROGRAM POLICY

Research accentuates that high quality educational programs significantly influence children’s development in all areas. We have the opportunity to provide a supportive learning environment and program, gaining inspiration from the children and families. Thoughtfully planned experiences and environments encourage the children to feel a sense of control over their actions, be curious and investigate, and explore their understanding of themselves, others, and the world around them.

Seeks to recognise all children as rights holders and full members of society, capable of participating in their social worlds through their relationship with others. These rights, expressed in the United Nations Convention on the Rights of the Child (1989), are:

- ◇ the right to life and development
- ◇ the right to be heard
- ◇ the right to non-discrimination
- ◇ the right for the best interests of the child to be upheld.

(VEYLDF, PG. 4)

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.

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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.
1.3.3	Information for families	Families are informed about the program and their child's progress.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.2.2	Educational leadership	The educational leader is supported and leads the development of the educational program and assessment and planning cycle

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec.168	Offence relating to required programs
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of 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
170	Policies and procedures are to be followed

RELATED POLICIES

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Behaviour Guidance Policy	Privacy and Confidentiality Policy
Code of Conduct Policy	Professional Development Policy
Excursion/Incursion Policy	Record Keeping and Retention Policy
Family Communication Policy	Respect for Children Policy
Interactions with Children, Family and Staff Policy	Supervision Policy
Photograph Policy	

PURPOSE

We aim to enhance children’s learning and development through the pedagogical practices of educators in a positive learning environment through which the five learning outcomes from the *Victorian Early Years Learning and Development Framework (VEYLDF)* are supported and promoted. 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.

From birth, with the warmth and support of others around them, children experience and come to realise that learning is exploratory and it can be fun and rewarding. (VEYLDF, PG. 21)

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors 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 previous experiences of each child, while considering the individual differences of each child. There are two nationally approved learning frameworks in Australia which outline practices that support and promote children’s learning:

- [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)
- [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)

There is also a jurisdiction-specific approved learning frameworks for Victoria which is currently under review. [Victorian Early Years Learning and Development Framework](#)

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OUR SERVICE IS COMMITTED TO THE APPROVED LEARNING FRAMEWORK (VEYLDF)

The approved learning framework 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 Victorian Early Years Learning and Development Framework and Education and Care Services National Regulations, the program will contribute to the following learning outcomes for each child:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

THE APPROVED PROVIDER WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- the education leader selected is supported to lead the development, implementation and review of the educational program and assessment and planning cycle within the Service
- the educational leader has the skills, knowledge and attributes to mentor and work collaboratively with educators, fostering a shared responsibility and professional accountability of children's learning, development and wellbeing
- the staff record includes the name of the person designated as the educational leader
- the educational leader accepts the position of educational leader in writing (Reg. 118)

THE APPROVED PROVIDER/NOMINATED SUPERVISOR EDUCATIONAL LEADER WILL:

- ensure a high-quality educational program based on an approved learning framework is delivered to all children in accordance with the framework (outcomes, practices and principles)
- ensure the program is evidence based, age-appropriate and supports and extends the developmental needs, interests and experiences of each child
- ensure the program contributes to the five learning outcomes for each child

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- ensure planning for learning is a continuous cycle that involves-observation, planning, implementation, critical reflection, assessment, evaluation and critical reflection
- work in partnership with families and other professionals, to collect, analyse, plan, act, and reflect on evidence of learning and development. Questioning and analysis informs planning and practice decisions so that what is planned has meaning and is worth children knowing and doing. (*VEYLDF, PG. 13*)
- ensure Aboriginal and Torres Strait Islander perspectives are embedded in the program
- gather information from families upon enrolment regarding the child’s needs, interest and family backgrounds
- document family input with the educational program to strengthen connections and partnerships
- ensure all educators work as a team in preparing and/or implementing the curriculum which adheres to the service philosophy
- ensure educators are intentional in all aspects of their professional practice
- Equity in early childhood education and care means that the rights of the child to fully participate in these spaces are honoured. Equitable practice values and respects diversity in terms of ethnicity, gender and ability. Barriers to achievement are consciously addressed within a strengths-based approach in consultation with children, families and communities. (*VEYLDF, PG. 35*)
- ensure adaptations/adjustments are made in the environment for children with disability and additional 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 uninterrupted child-initiated play
- promote children’s physical activity by supporting the development of their gross motor skills and fostering the emergence and refinement of fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences.
- ensure key physical activity recommendations from Australian Government guidelines- Get up & Grow are embedded into our curriculum
- support families through positive, respectful and reciprocal relationships through regular communication
- ensure the educational program is displayed in a place that is accessible to parents and families (Reg. 75)

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- ensure information regarding the content and operation of the education program is provided to families if requested (Reg. 76)
- provide information regarding the child’s participation within the program when requested by families (Reg. 76)
- ensure a copy of the program is available at all times (Reg. 75)
- use children’s play and learning experiences 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. Observations on google docs, floor book with photos and annotations and yarning circle response recorded.
- ensure documentation relating to child assessments or evaluations for delivery of the education program are recorded (Reg. 74), including:
 - assessments of the child’s developmental needs, interests, experiences and participation in the education program
 - assessments of the child’s progress against the outcomes of the educational program

TEACHERS/EDUCATORS WILL:

- collaborate with the educational leader for curriculum direction and guidance
- collaborate with children to influence the development of the program in response to their own strengths, ideas, abilities and interests
- act deliberately, thoughtfully and purposefully to support children’s learning through play-based learning
- plan a contextual program that actively promotes or initiates the investigation of ideas, complex concepts and thinking, reasoning and hypothesising the supports in learning, development and wellbeing of each child
- display cultural responsiveness by learning about multiple perspectives and diversity such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual’s diversity
- use the learning outcomes to guide the planning for children’s learning
- implement an ongoing cycle of planning, documenting, responding to and supporting children’s learning which will underpin the educational program and involve educators in critically thinking about what is achievable and why

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- use multiple sources of information to gather and document different aspects of children’s learning, development and wellbeing
- take responsibility to be culturally responsive and be respectful of everyone’s backgrounds, beliefs, values, customs, knowledges, lifestyles and social behaviour
- document children’s wellbeing and learning, utilising contemporary theories and research concerning children’s play, leisure, and learning, and make this visible to children, educators and families
- respect children’s growth mindset and acknowledge children as competent and capable learners
- provide experiences that include both structured and unstructured learning times catering for children’s individual needs and interests and, are age appropriate
- encourage children to act intentionally and with agency in play as they make decisions
- allow large blocks of uninterrupted time to allow children to develop their ideas and interests in their learning environments allowing children to explore their physical, social and intellectual elements of their activities
- intentionally plan and implement learning experiences using information about a child’s interests, curiosities and funds of knowledge
- plan a contextual program that actively promotes or initiates the investigation of ideas, complex concepts and thinking, reasoning and hypothesising the supports in learning, development and wellbeing of each child
- provide experiences that support and develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, enthusiasm, persistence and imagination
- plan and implement the intentional teaching of Fundamental Movement Skills (FMS) to support the physical development of children of all ages
- ensure information about the child’s participation in the program is available for families
- utilise families feedback for creating children’s assessment and evaluation creates an authentic and meaningful assessment whilst valuing the children’s role in assessing their learning
- explore ideas and theories using imagination and creative play
- use the learning outcomes, practices and principles to guide planning for children’s learning and play and to encourage development of their self-worth, uniqueness and positive view of themselves helping frame their personal and social identity of children and identities of Aboriginal and Torres Strait Islanders children
- teach children the importance of taking responsibility towards their own health and safety to ensure their own wellbeing and personal safety

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- provide children with ongoing encouragement and positive reinforcement
- 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
- 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 and experiences
- 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 reflection on children’s experiences, thinking, and learning
- ensure critical reflection clearly exams 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
- assist children to develop daily habits, understanding, and skills that support health and wellbeing (ACECQA, 2023)

CONTINUOUS IMPROVEMENT/REFLECTION

The *Educational Program Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

SOURCES

- Australian Children’s Education & Care Quality Authority. (2014).
- Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
- Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)
- Australian Government Department of Education. (2022). [Information sheet. Belonging, Being and Becoming. Cultural responsiveness.](#)
- Australian Government Department of Education. (2023). [Play-based learning and intentionality.](#)
- Australian Government, Department of Health and Aged Care (2013). [Get Up & Grow. Healthy Eating and Physical Activity for Early Childhood.](#)
- Caplan, L, & Kyretses, S. (2014). *Programming with the early years learning framework*. Cragieburn, Victoria: Curriculum Kids.
- Early Childhood Australia Code of Ethics. (2016).
- Education and Care Services National Law Act 2010. (Amended 2023).
- [Education and Care Services National Regulations](#). (Amended 2023).

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

Revised National Quality Standard. (2018).

REVIEW

POLICY REVIEWED BY	Carol Czaplowski	Nominated Supervisor	
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