Educational Program Policy 2022

Wattle Grove Long Day Care Centre develops an educational program and practice based on and underpinned by the Australian Early Years Learning Framework .

**Rationale:**

The service’s the educational program and practice developed by educators recognises children’s agency from birth and demonstrates a commitment to listening to and respecting children.

The educators approach to, including intentional teaching, children’s learning, decision making and an ongoing cycle of observation is underpinned by the Australian Early Years Learning Framework (EYFL) principles and learning outcomes.

The service values and respects children’s evolving capacity, lived experiences, points of view and concerns. The service is committed to its social inclusion agenda to support the inclusion and participation of every child and their family within our early learning centres.

Our educational programs and practices value and respect Aboriginal and Torres Strait Islander cultures, identities and connections to community and country.

We recognise the important role families have in children's childhoods and in supporting a child to identify with and make meaning of themselves and their world.

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

Links to:

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.

1.2.1 - 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.

1.3.1 - Assessment and planning cycle- Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing, 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.

**National Regulations**

73 - Educational programs.

74 - Information about the educational program to be kept available.

75 - Information about educational program to be given to parents.

76 - Documenting of child assessments or evaluations for delivery of educational program.

**Purpose**

The service will create positive learning environments and experiences for each child in partnership with their family. Educators will use an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection to ensure they work towards the outcomes of the Early Years Learning Framework for each child.

**Implementation**

**Educational Leader:**

The service has appointed an Educational Leader. The role of the Educational Leader is to work with Educators to provide curriculum direction and work towards best outcomes for children. The name of the Educational Leader is displayed in the Foyer of the Centre.

Our service’s curriculum is guided by the [*Early Years Learning Framework (EYLF)*](https://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia_0.pdf)

**The Nominated Supervisor:**

Ensures education programs are planned and implemented across the service which is displayed and readily available for parents and families.

Supports the Educational leader in their role of providing for the best outcomes for the children.

Ensures all children are supported in their learning, provided with engaging and culturally relevant learning experiences that suited for the child’s development.

**Learning through Play**

We acknowledge that learning happens anywhere at any time. Play allows children to explore, take risks, builds fine and gross motor skills, make connections, build relationships, use their creativity while developing their imagination and making sense of the world.

Educator’s curriculum decision making is guided by the principles, practices and learning outcomes of the approved learning framework and 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.

* Educators gather information on enrolment, from the family and through observing the child to ensure each their current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.
* Educators will ensure all aspects of the educational program, including interactions, experiences, routines, transitions and events provide opportunities for children’s learning and development.
* Educators interact with children in meaningful ways that empower children’s choices and decision- making.
* Educators actively promote children’s learning through challenging experiences and interactions that foster high-level critical thinking skills. Educators engage with children in meaningful ways that support and extend their thinking and learning.
* Educators will be responsive to children by valuing and building on children’s current and evolving strengths, skills and knowledge to ensure their wellbeing, motivation and engagement in learning.
* Educators listen to and respect children’s ideas and recognise children’s capabilities to help them develop the sense that their ideas and opinions matter.
* Educators use the assessment and planning cycle to design programs that enhance and extend each child’s learning and development.
* Educators use critical reflection to drive program planning and implementation.
* Educators verbally inform families of their child’s participation and progress whenever possible and share documentation about children’s learning and development via our online portal Kinderloop, through classroom displays, portfolios and summative reports.

Structure to support programming and assessment:

The Nominated Supervisor plans the roster for providing time each morning for the educators to set up their experiences without jeopardizing active supervision. Throughout each day, each room will have an additional staff member assigned for their group to release them for writing documentation, assessment and planning. The office manager in liaison with the Educational Leader and the Director oversees staff training and development to provide for ongoing professional development.

Inclusion Support:

Our service ensures that children's learning are supported, and will liase with KU to facilitate any additional support worker to be employed, utilizing the inclusion support program offered through the Department of Social Services.

**Link to other Centre policies:**

- Centre Philosophy

- Social Justice, Inclusion and Diversity

**Sources**

* Education and Care Services National Regulations 2011.
* Early Years Learning Framework.
* Guide to the National Quality Framework.

#### Amendment History

|  |  |  |
| --- | --- | --- |
| **Version** | **Amendment** | **Date** |
| Previous LDC based polilies | Name of policy:  Antibias programsCurriculum and programmingPolicy Development and Educational Program policy   | 200720082018  |

* This policy will be updated to ensure compliance with all relevant legal requirements every year. Appropriate consultation of all stakeholders (including staff and families) will be conducted on a timely basis. In accordance with Regulation 172 of the *Education and Care Services National Regulation*, families of children enrolled will be notified at least 14 days and their input considered prior to any amendment of policies and procedures that have any impact on their children or family.

|  |  |
| --- | --- |
| Date: | September 2020  |
| Version: | 01/2020 |
| Last Amended By: | Julia Koti  |
| Next Review: | October 2021 |
| Position: | Approved Provider/Director |