

ML6 – EDUCATIONAL PROGRAM AND PRACTICE POLICY AND PROCEDURE

Educational Program and Practice Policy [ML6]

Policy Statement

Little.ly Early Learning Centre prides itself on providing high-quality educational programs to children as individuals and in groups. Our service wants to encourage a love for learning, exploring and being curious. Theory-based research has shown us that children learn best in a play environment where they can relax, be supported and have choice within their learning and interest. Children rely on a holist approach to suit their style of learning and consider the whole child, so each child has the skills to be empowered, resilient and successful in life

Purpose

To enhance each child's learning and development through the assessment and implementation of the approved learning framework

Scope

This policy applies to children, families, staff, management and visitors of the Service.

Procedure

Little.ly Early Learning Centre will implement the approved learning framework for each individual child and group, this will include gathering information, undertaking observations, assessing and planning experiences. Educators will consider each child's needs, strengths and interests and encourage a sense of agency. All parents will be provided access to their child's progress through their portfolio on StoryPark. Our educational programs will be purposeful and reflect the 5 learning outcomes as well as the frameworks principles and practices.

The 2 nationally approved learning frameworks outline practices that support and promote children's learning:

Belonging, Being and Becoming

The Early Years Learning Framework for Australia [for early years]

My Time, Our Place

Framework for School Age Care in Australia [Framework for School Age Care].

Jurisdiction-specific approved learning frameworks:

Australian Capital Territory

Every chance to learn – Curriculum framework for ACT schools [Preschool to Year 10]

Tasmania

The Tasmanian Curriculum, Department of Education of Tasmania

Victoria

Victorian Early Years Learning and Development Framework (VEYLDF)

Western Australia

Curriculum Framework for Kindergarten to Year 12 Education in Western Australia

Management will:

- Support and guide Educational Leader, Lead Educator and assistant educator
- Provide professional development for continuous learning in curriculum implementation
- Ensure all required resources and natural materials to implement the curriculum are available
- Ensure all rooms are consistent and comply with the high expectation of the curriculum
- Ensure that a suitable program 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
- Ensure modifications are made in the environment for children with special needs.

Educators will:

- Implement an ongoing cycle of planning, documenting and evaluating children's learning which will underpin the educational program
- Engage in reflective practice in regard to teacher practices and the curriculum
- Implement the program reflecting the use of the 5 learning outcomes and pedagogical practice and principles
- Liaise with the educational leader
- Be open to professional development opportunities
- Make sure both structured and unstructured learning times are provided
- Ensure materials and equipment reflect the cultural diversity that is present in the families and community
- Use intentional teaching and scaffolding as a way of guiding and responding to children's ideas.
- Ensure there is uninterrupted play time every day.
- Look out for spontaneous teachable moments with children.
- View children as active participants and decision-makers allow children to make choices regarding their learning

- Further, extend critical thinking skills through provocations.
- Design curriculum goals for children as individuals and groups that relate to observations and assessments

Who will implement the program in our service?

- Educational leader – The role of the *educational leader* is primarily to: collaborate with educators and provide curriculum direction and guidance. support educators to effectively implement the cycle of planning to enhance programs and practices. lead the development and implementation of an effective *educational* program in the service
- Lead educator – Each room will have a lead educator/room leader that will be responsible for the implementation and documentation of each child's individual educational program and the whole group educational program
- Assistant educators will be required to undertake observations, assessments and plan and set up experiences under the guidance of the lead educator

How will the program be displayed?

Each room will be required to display the following in their room

- A form of a daily reflection with images and information about what the children have been working on during the day. In most cases, this will be small or whole group learning
- Individual observations, reflections or experiences that have been captured every day
- Both aspects will be displayed in Story Park. If this is not available paper-based is acceptable

Implementing the program

- Each child will be observed and meaningful learning and experiences will be officially documented and then extended on
- Educators are required to consider and document the practice of each of the 5 learning outcomes
- Educators will follow the planning cycle as indicated in the EYLF Early Years Learning Framework – this will include –



Implementing the Early Years Learning Framework (EYLF)

In accordance with the Early Years Learning Framework

- 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. Where appropriate, the curriculum [play and learning experiences] will build and develop each child’s Learning Stories, Portfolio and Observations of each child’s strengths and development.

- Educators will link the 5 learning outcomes where appropriate to the children's observations and experiences

The program in the environment

The program will be implemented in designated play spaces inside and outside and will encourage the practice of social/emotional, physical, language and cognitive skills. These play spaces should include but not limit to:

- Dramatic play
- Construction
- Quiet area
- Art
- Table activities
- Floor activities
- STEM
- Water play / sensory play
- Movement and music
- Sustainability/ nature

Children are encouraged to use resources in different play spaces and where possible use natural materials

Reflective practice

- As required educators will evaluate and reflect upon the curriculum and their own practices continuously
- Educators will reflect on pedagogical principles and practices
- Educators will reflect on teaching practices
- Educators will reflect on the sense of belonging, being and becoming
- Educators will liaise with the Educational Leader to develop meaningful and varied reflections

National Quality Standards (NQS)

Quality Area 1		
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 the

		community, well-being confidence as learners, and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, cultural 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
1.3.3	Information for families	Families are informed about the program and their child's progress.

Education and Care Services National Regulations

73	Educational programs
74	Information about the educational program to be kept available
75	Information about educational programs to be given to parents
76	Documenting of child assessments or evaluations for delivery of the educational program

77	Educational programs
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Related Documents and Links

- Australian Children’s Education & Care Quality Authority [2014]. Guide to the Education and
- Care Services National Law and the Education and Care Services National Regulations 2015.
- ECA Code of Ethics.
- Australian Children’s Education & Care Quality Authority [2013].
- Guide to the National Quality Standard.
- Programming with the Early Years Learning Framework [2014].
- Program and Planning in Early Childhood Settings 5th Edition [2012].
- Revised National Quality Standard.
- Role of educational leader – https://www.acecqa.gov.au/sites/default/files/2019-05/QA7_TheRoleOfTheEducationalLeader.pdf
- The educational leader https://www.acecqa.gov.au/sites/default/files/2019-04/ACECQA_Educational_Leader_Manual_WEB.pdf

Policy Review

Policy Reviewed	Modifications	Next Review Date
Implemented February 2019		February 2020
February 2020	Updated references to comply with the Revised National Quality Standard.	February 2021