

EDUCATIONAL PROGRAM POLICY

Research accentuates that 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.

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.
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	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
254	Declared approved learning frameworks

Victorian Child Safe Standards	
Standard 1	Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued
Standard 2	Child safety and wellbeing is embedded in organisational leadership, governance and culture
Standard 3	Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously
Standard 4	Families and communities are informed, and involved in promoting child safety and wellbeing
Standard 5	Equity is upheld and diverse needs respected in policy and practice
Standard 6	People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice
Standard 7	Processes for complaints and concerns are child focused
Standard 8	Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training
Standard 9	Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed
Standard 10	Implementation of the Child Safe Standards is regularly reviewed and improved
Standard 11	Implementation of the Child Safe Standards is regularly reviewed and improved

RELATED POLICIES

Additional Needs Policy Behaviour Guidance Policy Celebrations Policy Code of Conduct Policy Cyber Safety Policy English as an Additional Language or Dialect (EAL/D) Policy Environmental Responsibility Policy Excursion Policy Family Communication Policy	Interactions with Children, Family and Staff Policy Multi-Cultural Policy Photograph Policy Physical Activity Policy Physical Environment Policy Privacy and Confidentiality Security Policy Professional Development Policy Respect for Children Policy Supervision Policy Transition to School Policy
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PURPOSE

Dalas Family Day Care Service aims 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 the Early Years Learning Framework (EYLF) and My Time our Place (MTOP)

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. The program will nurture the development of life skills and complement children’s experiences, opportunities and relationships at school, at home and in the community.

SCOPE

This policy applies to the Approved Provider, Educational leader, Coordinator, Educators, and Educator Assistants of the Family Day Care Service.

IMPLEMENTATION

Under the National Law and National Regulations, approved Family Day Care Services are required to base their educational program on an approved learning framework. The program should focus on addressing the developmental needs, interests and experiences of each child, while considering the individual differences of each child.

There are two nationally approved learning frameworks in Victoria which outline practices that support and promote children’s learning:

- Belonging, Being and Becoming: The Early Years Learning Framework for Australia (‘Early Years Learning Framework (EYLF)’)

- My Time, Our Place: Framework for School Age Care in Australia ('Framework for School Age Care').

There is also an approved learning framework specific to Victoria:

Victorian Early Years Learning and Development Framework

<https://www.vcaa.vic.edu.au/curriculum/earlyyears/veyldf/Pages/Index.aspx>

DALAS FAMILY DAY CARE IS COMMITTED TO THE EARLY YEARS LEARNING FRAMEWORK (EYLF) and MY TIME OUR PLACE (MTOPI)

Under the 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 experiences of each child, while taking into account the individual differences of each child.

Our service has developed the program catering to the children's age, skill, interests and abilities through a variety of challenging and recreational activities. Developing an educational program involves observing, gathering and interpreting information about children to inform the preparation of environments and experiences that engage them and are meaningful for them. It also involves reflecting on and documenting children's experiences and learning.

The Early Years Learning Framework (EYLF) – approved learning framework for children from 0 to 5 years old

The EYLF 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 Early Years Learning Framework, My Time Our Place and National Regulations, the program will contribute to the following outcomes for each child:

- 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, and
- The child will be an effective communicator.

Dalas Family Day Care also supports the Early Years Learning Framework through the following:

- 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 and 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.
- The curriculum will be evaluated and reflected upon continuously by educators.

My Time Our Place (MTOP) – approved learning framework for school age children

The national approved learning framework which outlines practices that support and promote children's learning is **My Time, Our Place: Framework for School Age Care in Australia** ('**Framework for School Age Care**'). The aim of the Framework for School Age Care is to extend and enrich the wellbeing and development of school age children in education and care settings. It acknowledges time and place as children engage in a range of play and leisure experiences that allow them to feel happy, safe and relaxed; interact with friends and practice social skills; solve problems; try new activities; and learn life skills. This Framework for School Age Care is strongly linked to the Early Years Learning Framework and extends the principles, practices and outcomes to accommodate the contexts and age range of the children and young people who attend school age care settings.

Our Service also supports the My time Our Place Framework through the following:

- Each child's learning will be based on their interests, strengths, and capabilities, and guide educators to ensure a range of experiences across all outcomes are provided.
- Educators will 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 efforts, achievements and learning, and those of others will be celebrated.
- Educators will observe and record children's engagement with learning life skills and engagement with learning.

- Educators will document and evaluate children's wellbeing, development, and learning.
- Educators will work closely with children and families to produce ideas for the curriculum and leisure activities.
- 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 will build upon and extend on children's interests, spontaneous experiences and family contributions.
- Educators will assess, anticipate, and extend children's ideas.
- Where appropriate, the Service will liaise with external agencies and support persons to best educate and care for children with additional needs.
- Educators will use reflection and documentation to inform and evaluate programs and to support children in achieving learning outcomes.

THE APPROVED PROVIDER WILL ENSURE:

- the education leader selected is supported to lead the development and implementation of the educational program and assessment and planning cycle within the service
- the educational leader has the skills, knowledge and attributes to mentor and support educator's understanding of educational programming and practice
- the staff record includes the name of the person designated as the educational leader

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR/EDUCATIONAL LEADER WILL:

- Ensure that a suitable program based on an approved learning framework is delivered to all children at all Educator's homes.
- Ensure Educators work together with educator Assistants (where applicable) and the educational leader in preparing and/or implementing the curriculum which adheres to the service philosophy.
- Ensure modifications are made in the environment for children with special needs. The Approved Provider will assist with making appropriate, professional referrals where necessary with family permission.
- Ensure each FDC educator plans for a balance between indoor and outdoor experiences 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 *Get Up and Grow* are embedded into Dalas Family Day Care Service 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.
- Ensure a copy of the program is available at all times.

EDUCATORS WILL:

- collaborate with the educational leader for curriculum direction and guidance
- 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 achievable and why.
- Document children's experiences and their responses to the environment making children's learning visible to educators and families and promote shared learning and collaboration.
- Provide experiences that include both structured and unstructured learning times catering for children's individual needs and interests and, are age appropriate.
- Ensure materials and equipment reflect the cultural diversity and family values that exists in our society.
- Respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
- Provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising.
- Provide experiences that support and develop all developmental areas and curriculum areas including music, maths, and science.
- Plan and implement the intentional teaching of Fundamental Movement Skills (FMS) to support the physical development of children of all ages.
- Gather information from families upon enrolment regarding the child's needs, interests, and family backgrounds. This information is treated as confidential and allows Educators to provide experiences that interest and extend children's current development. We feel that it is important to develop a partnership between parents and Educators to ensure that consistency between home and the Service occurs and that the best possible care and education is provided.
- Ensure information about the child's participation in the program is available for families.
- Ensure families receive a copy of children's learning progress.

- Encourage communication with families about physical activity, gross motor, and fundamental movements skills development.
- Explore ideas and theories using imagination and creative play.
- Allow large blocks of uninterrupted time to allow children to develop their ideas and play.
- Use the learning outcomes to guide planning for children's learning.
- Intentionally scaffold children's understanding and learning.
- Provide children with ongoing encouragement and positive reinforcement.
- Provide opportunities for children to be active and engaged daily through a balance of planned and spontaneous experiences within the indoor and outdoor environment.
- 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.
- View children as active participants and decision makers, working with each child's unique qualities and abilities.
- 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.

DALAS FAMILY DAY CARE SERVICE AIMS TO PROMOTE CHILDREN'S PARTICIPATION IN PHYSICAL ACTIVITY BY:

Fostering children's Fundamental Movement Skills (FMS) including, running, galloping, hopping, jumping, leaping, side-sliding, skipping, overarm throwing, catching, striking a stationary ball, kicking, underarm throwing and stationary dribbling through role modelling skills.

- Providing active play experiences that encourage children to explore, be creative, and challenge their development.

- Providing space, time, and resources for children to revisit and practice FMS and engage in active play.
- Engaging in opportunities for Educators and Educator Assistants to attend professional development to enhance their skills and knowledge about the importance of physical activity for children.
- Providing positive instruction, role modelling, and advice to children as they develop and improve their FMS.
- Working in collaboration with families and professionals to provide active experiences that are inclusive of all children.

The program will provide a variety of developmentally appropriate experiences and materials that are selected to achieve the following goals:

- foster a positive self-concept
- develop and support social skills
- develop and support children's cognitive skills such as the ability to think, reason, question, and experiment
- develop and support language development
- enhance physical development and skills
- support sound health, safety, personal hygiene, and nutritional practices.
- support creative expression
- support respect for cultural diversity of staff and children
- support respect for gender diversity.

Dalas Family Day Care promotes and encourages the healthy development of children through the implementation of the *Get Up and Grow*. The Get Up & Grow: Healthy eating and physical activity for early childhood guidelines and accompanying resources have been developed by child health and early childhood professionals in collaboration with the Australian Government Department of Health and Ageing. State and territory governments were also consulted in the development of these resources.

Jurisdiction specific authorised frameworks for each state:

VICTORIA
Victoria: Victorian Early Years Learning and Development Framework

REVIEW

POLICY REVIEWED	August 2022	NEXT REVIEW DATE	August 2023
MODIFICATIONS	This policy was purchased and modified by Dalas Family Day Care. The reason the policies were replaced was due to discrepancies through self-assessment. This policy is inclusive of changes to the National Quality Standards and Education and Care National Regulations. This Policy replaces previous version		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

SOURCE

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