



## Background

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Educators are expected to be guided by the Early Years Learning Framework and/or My Time, Our Place to ensure that the educational program provides young children with 'opportunities to maximise their potential and develop a foundation for future success in learning' (National Quality Standard, ACECQA, 2018).

## Policy statement

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The educational program is based on the knowledge, ideas, culture, abilities, and interests of each child as communicated to educators by their parents, observed by their educators and contributed by the children. The contributions of younger children are interpreted by their educators. The program is documented by educators, and this documentation evidences parents' and children's contributions. Educators assess individual children's learning as part of an ongoing cycle of planning, documenting and evaluation. All documentation relating to the program is readily available to parents.

## Strategies and practices

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- Little Learners Day Care Centre ('The Service') implements the Early Years Learning Framework (EYLF) and any other relevant framework and is guided by the EYLF's five principles:
  - Secure, respectful and reciprocal relationships
  - Partnerships
  - High expectations and equity
  - Respect for diversity
  - Ongoing learning and reflective practices.
- The dimensions of the program support children in celebrating the EYLF's outcomes:
  - Children have a strong sense of identity
  - Children are connected with and contribute to their world
  - Children have a strong sense of wellbeing
  - Children are confident and involved learners.
  - Children are effective communicators.
- The Service's designated Educational Leader oversees the program and facilitates collaboration between all educators. The educational program is discussed in team meetings, and educators are provided with professional development opportunities.
- Parents' verbal and written input is integral to the program and is actively sought from parents while their children attend the Service. At enrolment and orientation, the Nominated Supervisor or Management explains the Service's program to parents and uses examples of past documented programs to show how their input is used to ensure the program is based on their child's knowledge, ideas, culture, abilities, and interests.
- Each room has a program. The program details such items as child-initiated and educator-initiated activities, intentional teaching, and parent input.

# Educational Program

- Each child's knowledge, ideas, culture, abilities, and interests are the foundation of the program.
- Each child's sense of agency is promoted, enabling them to make choices and decisions and influence events and their world.
- The indoor and outdoor learning environments are arranged and well-resourced with materials that are age, developmentally and culturally appropriate and meet the children's interests. Parents and children are asked to contribute ideas for resources and the arrangement of these environments. Each day, children can select resources (e.g. books, toys, puzzles, bicycles, sand, climbing equipment) and decide how they will use them and whether they will use them alone or with others. Educators respond to children's ideas and use intentional teaching to scaffold and extend each child's learning.
- Indoor and outdoor learning environments reflect natural elements and include quiet, soothing places where children may have time to be alone, as well as places where they can engage in creative activities.
- Educators reflect – individually and as part of the team – on every aspect of the education program, particularly its implications for fairness and social justice for each child. Refer to the *Service's Educator Professionalism and Ethics Policy*.
- When appropriate, educators use intentional teaching strategies (e.g. discuss, question, scaffold, explain, encourage) to extend children's learning. They also intentionally teach children awareness of topics such as sun protection, fire safety, water safety, handwashing and general hygiene.
- The program, including routines, is organised to maximise opportunities for each child's learning. It allows for extended periods for children to engage in learning. Meal times are unhurried social occasions. Rest and relaxation involve intentionally teaching older children relaxation techniques.
- Educators observe each child's responses to the planned program both as an individual and as part of the group and assess the child's progress towards the outcomes of the EYLF. We document children's individual achievements and their interests and use this documentation to meet each child's individual needs.
- Every child is supported to participate in the program. Where appropriate, the Service liaises with external agencies on ways to best provide education and care for children with additional needs.

## **Additional safe practices for babies**

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- Babies eat, sleep on demand and their relationship with consistent educators is recognised as vital.

# Educational Program

## Responsibilities of parents

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- To inform the Service of any changes in their child's education and care needs.
- To contribute to the program.
- To provide the Service with up-to-date information on their child and any circumstances affecting the child.

## Links to other policies

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- Animal Policy
- Dental Health Policy
- Educator Professionalism and Ethics Policy
- Excursion Policy
- Handwashing Policy
- Relationships with Children Policy
- Interactions with Parents Policy
- Nappy Change and Toileting Policy
- Nutrition, Food and Beverages Policy
- Sun Protection Policy
- Sustainability Policy
- Water Safety Policy

## Sources

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- Abbey, B and Maclean, P. (2010). *EYLF: Programming and documentation made easy*.
- Early Years Learning Framework 2009.
- Education and Care Services National Regulations 2011.
- Guide to the National Quality Standard 2018.

## Further reading and useful websites

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- Australia Children's Education and Care Authority – <http://www.acecqa.gov.au/>
- [Department of Health and age care, Get up & Grow: Healthy Eating and Physical Activity for Early Childhood – Resource collection https://www.health.gov.au/resources/collections/get-up-grow-resource-collection](https://www.health.gov.au/resources/collections/get-up-grow-resource-collection)

## Policy review

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The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur and any issues identified as part of the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.