

# Educational Program Policy

## BELLA GRACE EARLY LEARNING CENTRE

### Background

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Educators are expected to be guided by the Early Years Learning Framework 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, 2011). The Kindergarten teachers are also expected to be guided by the Queensland Kindergarten Learning Guidelines.

### Policy statement

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The educational program is based on 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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- 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 provides an Approved Kindergarten Program, employs the required number of appropriately qualified Early Childhood Teachers (ECTs), and has suitable resources to implement an effective program.
- 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 provided with professional development opportunities.
- Parents' verbal and written input is integral to the program and is actively sought from parents while ever their children attend the Service. At enrolment and orientation, the Nominated Supervisor explains the Service's program to parents and outlines how it is based on the child's knowledge, ideas, culture, abilities, and interests.

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- Each room has its own program which is displayed. The displayed program details such items as child-initiated and educator-initiated activities, intentional teaching, and parent input.
- 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 which are age, developmentally and culturally appropriate, and meet the children's interests. Parents and children are asked to contribute ideas for resources and to the arrangement of these environments.
- Each day, children can select resources (e.g. books, toys, puzzles, bicycles, sand, climbing equipment), 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.
- 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 program both as an individual and as part of a group, assess the child's progress towards the outcomes of the EYLF, and document the observation and assessment. They use this documentation to meet each child's individual needs. The documentation is available to parents.
- 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.

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## Links Education and Care Services National Regulations 2011, National Quality Standard 2011

Regs	73	Educational program
	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

QA	1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with the community, wellbeing, confidence as learners and effectiveness as communicators
	1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program
	1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning
	1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback
	1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world
	1.3.1	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 on children's learning and development, both as individuals and in groups, drives program planning and implementation
	1.3.3	Families are informed about the program and their child's progress
	3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child
	3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments
	3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning
	5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
	7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle

### Sources

- 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 2011

### Further reading and useful websites

# Educational Program Policy

- Australia Children’s Education and Care Authority – <http://www.acecqa.gov.au/> accessed 20 December 2017
- Australian Government Department of Health. (2016). *Get up & Grow: Healthy Eating and Physical Activity for Early Childhood resources*.  
<http://www.health.gov.au/internet/main/publishing.nsf/content/phd-early-childhood-nutrition-resources> accessed 20 December 2017

## 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 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.

## REVIEW DETAILS:

Review Date	Details of Changes
January 2018	Updated to changed NQF requirements 1 Feb 2018
April 2018	Reviewed. Minor wording changes