

## Educational Programs

### Rationale

The Education and Care Services National Law Act 2010, and Standard 1.1 of the National Quality Standard for Early Childhood Education and Care and School Age Care requires that a program is delivered to all children being educated and cared for by the service that:

- a. is based on an approved learning framework; and
- b. is delivered in a manner that accords with the approved learning framework; and
- c. is based on the developmental needs, interests and experiences of each child; and
- d. is designed to take into account the individual differences of each child

The Education and Care Services National Regulations require that the education program contributes to the following outcomes for children:

- a. the child will have a strong sense of identity;
- b. the child will be connected with and contribute to his or her world;
- c. the child will have a strong sense of wellbeing;
- d. the child will be a confident and involved learner;
- e. the child will be an effective communicator

It is also required that relevant information about the program and their child's participation in the program is shared with parents, and that the program is planned, documented and evaluated.

### NQF Links

|                    |                |
|--------------------|----------------|
| <b>Law</b>         | Section 168    |
| <b>Regulations</b> | 73; 74; 75; 76 |
| <b>Standards</b>   | 1.1; 1.3;      |

### Policy

Adventure Patch Family Day Care (APFDC) is responsible for ensuring that a suitable program based on an approved learning framework is delivered to all children. Parents, children, educators and co-ordination staff will work in partnership to plan for children's development and learning in a nurturing and supportive environment. Programs and observations will reflect the scheme and educators' philosophy and the needs of families.

## Procedure

### PROGRAM PLANNING AND DOCUMENTATION

#### *Co-ordination Unit staff will:*

- Ensure Educators are working towards the learning outcomes with each child;
- Assist the Educator with Early Years Learning Framework reflective practice;
- Deliver information, resources and Professional Development which will assist an Educator with Education and Care Practices;
- Ensure all Educators are delivering an Education and Care program that address the child's needs;
- Ensure the Educator is involving the holistic child in the programming and planning process;
- Ensure the Educator is participating in the programming cycle – Observing, Planning, Programming, Reflection and Forward Planning;
- Be available to discuss a child's development with Educators and /or families.

#### *Educators will:*

- Offer a balance of indoor and outdoor experiences each day;
- Provide and evaluate a written educational program that contributes 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
  - The child will be an effective communicator
- Allow children to freely select experiences;
- Ensure the individual children's interests; strengths & needs are taken into account;
- Ensure the program of activities is flexible and allows opportunity to build on children's discoveries or spontaneous interest throughout the day;
- Outings are planned to engage children's learning;
- Maintain a balance of home based activities with outings planned to enhance learning opportunities;
- Maintain up-to-date skills in planning children's activities and knowledge of children's development through ongoing training;
- Promote positive interactions with children which treat children with dignity and respect;
- Provide opportunities for school aged children that complement their school experiences as well as their individual interests and home experiences;
- Provide adequate and sufficient equipment to support the program of activities taking into account the age, number and interests of children;

- Ensure children’s planned experiences are child focused and are based on observation of children’s needs, interests and responses to previous experiences;
- Seek and include information from parents to assist in the planning of activities for each child;
- Regularly talk to parents about their child’s activities whilst in Family Day Care;
- Document each child’s involvement in the program through regular observations;
- Document the evaluation and assessment of each child’s developmental needs, interests, experiences and participation in the program;
- Document a quarterly assessment of each child’s progress against the outcomes of the Learning Framework. (Being Belonging Becoming or My Time Our Place)
- Ensure the following information is given to a child’s parents when requested:
  - The content and operation of the educational program as it relates to that child.
  - Information about that child’s participation in the program.
  - A copy of assessments or evaluations in relation to that child.

## **INFORMATION SHARING**

### *Families will:*

- On initial contact with the service, families will be requested to provide information relevant to the successful inclusion of their child into the service, (e.g. cultural, values, beliefs, background, abilities, needs and language);
- Ensure confidentiality is observed
- Provide the Educator and /or Co-ordination Unit staff with as much relevant information about the child as possible to support the Educator in meeting the child’s needs.

### *Co-ordination Unit Staff and Educators will:*

- Ensure that sharing of information will remain a vital component of each child’s program and will maintain a positive focus;
- Ensure confidentiality is observed; (see Confidentiality Policy).
- Obtain written permission from parents to share information relating to their children, family and situation to external organisations or persons, if required;
- Share information relevant to a child and/or family if required for the placement, ongoing support or development of the child;
- Respond to families and children in an unbiased and consistent manner;
- Utilise parent knowledge as well as the resources provided by professional and community organisations to ensure the program is culturally relevant;
- Develop and maintain written programs of activities which meet statutory requirements. These are to be available at all times and kept for 12 months.

## **TRAINING AND RESOURCES**

*Co-ordination Unit Staff will:*

- Provide training opportunities for staff and Educators to deliver developmentally appropriate programs to all children in the service.
- Access support services to resource and support Educators in the provision of developmentally and culturally appropriate programs for children with additional needs.
- Ensure that children and their families are supported in their individual cultural identity, home language and religious beliefs.

*Educators will:*

- Attend training;
- Maintain knowledge of current trends in planning and children's learning and development.

### **Sources**

Education and Care Services National Law 2010 and the Education and Care National Regulations 2011

National Quality Standards (revised 2018)

Guide to the National Quality Framework 2013 (ACECQA)

Belonging, Being & Becoming: The Early Years Learning Framework for Australia

My Time, Our Place: Framework for School Age Care in Australia

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