

ARMIDALE & DISTRICT FAMILY DAY CARE

Educational Programme and Practice

<p>Related documentation:</p> <p>Policy/policies:</p> <p>Regulation/s/ Standards:</p> <p>Related procedures:</p> <p>References:</p>	<p>Excursion (incl. Motor Vehicle)</p> <p>Inclusion</p> <p>Promoting Children's Wellbeing & Resilience</p> <p>Environmental Sustainability</p> <p>Education and Care Regulations</p> <p>Clause #73, #74, #75, #76, #118</p> <p>National Law 168</p> <p>NQS: QA1, QA 3.2,3.2.2 QA 4.1.1 QA 5.1.2, QA 5.2.1, QA 6.1.2, QA 6.2.1, QA 7.2.1, 7.2.2</p> <p>Supervision</p> <p><i>"Being, Belonging, Becoming"</i> The Early Years Learning Framework of Australia (EYLF) 2009</p> <p><i>"My Time, Our Place"</i> Framework for School aged Care in Australia</p> <p><i>"What To See, Say, Show"</i> Educator Resource NSW Family Day Care Association</p>
Date effective	December 2016
Date for review	December 2018
Purpose	<p>To ensure that:</p> <ul style="list-style-type: none"> Educational program and practice is stimulating, engaging and enhances each child's learning and development Programs are based on EYLF or MyTOP Learning Frameworks Children have input and agency within the program Educators documentation demonstrates the planning cycle of a) observing and collecting information b) analysing that information c) planning and providing experiences based on that information d) reflecting on children's responses to those experiences, reviewing learning that occurred.
Responsibility	Educators, Coordinators

Key information:

Services are required by law to deliver a play based programme which relates to an approved learning framework (the Early Years Learning Framework or My Time Our Place) and it's learning outcomes. Educators are responsible for fostering each child's knowledge and life skills by providing a balanced program. The program should stimulate emerging numeracy and literacy skills and encourage scientific exploration. It should reflect the whole child, their individuality and their sense of community.

Policy/Procedure:

The Service Philosophy and the individual Educator's Philosophy should guide decisions relating to educational program and practice.

Educators are required to keep documentation for children under school age relating to each child's developmental needs, interests, experiences and participation in the programme. Each child's progress needs to be reflected on and evaluated.

Educators are also required to keep documentation for school aged children relating to each child's wellbeing, development and learning in relation to the MYTOP outcomes.

Parents must be kept informed about their child's participation in the program and be provided with any documentation related to the assessment of their child. General information about the content and operation of the program, the routine and daily practices must be displayed at the Educator's residence or venue.

The National Quality Standards Area 1 states that:

- a) The program must be interest based, developmentally appropriate and based on children's knowledge.
- b) The program needs to be set up in order to maximize children's learning
- c) Routines are to be considered learning experiences
- d) The program must relate to children of all ages
- e) The program must include input from children relating to their experiences and ideas.

Programs and children's documentation are to be kept for a period of three (3) years.

There is no prescribed number of observations required per child. Educators are urged to record observations that are significant for each individual child i.e. observations that relate to their development, interests, thinking, discoveries and interactions.

Parental input should be seen as an essential contribution to the programme.

The play environment and experiences should reflect cultural awareness and community connection. Both indoor and outdoor environments should provide children with easy access and choice.

The use of televisions and electronic devices need to be monitored and child focused. Only programs deemed suitable for general exhibition can be viewed while children attend care. The recommendation for any screen time is that it is **active, not passive**. The Educator needs to sit down and engage with the child who is watching TV or using a device to play an educational app or game.

Excursions related to the children's needs and interests should be planned and documented as part of the programme. A balance between outings and home based activities needs to be maintained.

The role of the Educational Leader

The Educational Leader is available to assist Educators with program development, implementation and documentation. The Educational Leader and Coordinators will promote or provide professional development relating to Educational Program and Practice and access services and resources to support each Educator's knowledge and skills.