

ARMIDALE & DISTRICT FAMILY DAY CARE

Educational Program and Practice

<p>Related documentation: Policy/policies:</p> <p>Regulation/s/ Standards:</p> <p>Related procedures:</p> <p>References:</p>	<p>Excursion (incl. Motor Vehicle), Inclusion, Promoting Children's Wellbeing & Resilience, Environmental Sustainability</p> <p>Education and Care Regulations 2011 Clause #73, #74, #75, #76, #118</p> <p>National Law 168</p> <p>NQS: QA1, QA 3.2, QA 5.1.2, QA 5.2.1, QA 6.1, QA 6.2, QA 7.1 QA 7.2</p> <p>Supervision</p> <p><i>"Being, Belonging, Becoming"</i> The Early Years Learning Framework of Australia (EYLF) 2009 <i>"My Time, Our Place"</i> Framework for School aged Care in Australia <i>"What To See, Say, Show"</i> Educator Resource NSW Family Day Care Association</p>
Date effective	April 2023
Date for review.	April 2025
Purpose	<p>To ensure that:</p> <p>Educational program and practice is stimulating, engaging and enhances each child's learning and development</p> <p>Programs are based on EYLF or MyTOP Learning Frameworks</p> <p>Children have input and agency within the program.</p> <p>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.</p>

Key information:

Educators work in partnership with children and families to develop educational play-based programs that are child centred, meaningful and that enhance and extend each child's learning and development.

The educational program will be based on the approved learning frameworks, (The Early Years Learning Framework V2.0 2022 or My Time Our Place) be underpinned by critical reflection, careful planning and align with both the Educator's and service philosophies. Educators should use intentional teaching strategies to extend each child's strengths, skills, knowledge, interests, and ideas, promoting child directed learning and supporting children's agency. 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 program. Each child's progress needs to be reflected on and evaluated.

Educators are also required to consider the length of time the school-aged child is being cared for in relation to documenting.

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. Thought given to the length of time the child is in care should be given in relation to observations. 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 program.

Educators will take a planned and reflective approach to implementing the program for each child. Educators will:

- use an ongoing assessment and planning cycle incorporating,
 - observations - what do I know, or what can I see about this child including their current knowledge, their strengths and interests, their skills and abilities and their culture?
 - analysis of learning - what does this tell me about what and how the child is learning?
 - documentation - what do I need to record to make the child's learning visible?
 - planning - what are my intentions for furthering learning and development? What strategies and experiences will I provide?
 - implementation - how will I utilise the curriculum including routines, interactions, indoor and outdoor environments, group projects and investigations to support children's learning and wellbeing?
 - reflection - how effective, meaningful, and relevant were the observations and analysis, responsive and intentional teaching practices, and the planned program.

- understand the strengths, ideas, abilities and interests of school age children and their progress across the learning outcomes as part of the planning cycle.

- involve school age children in documenting their own wellbeing, development, and learning.

- be responsive to the school age child's ideas, abilities, and interests in developing the program that's relevant to their time in care.

- share documentation/assessments of learning with families about their child's learning and development in ways that are accessible, understandable, and meaningful.

- participate in ongoing professional development in order to maintain and build on professional knowledge and skills, keep abreast of new practices and to comply with relevant regulatory requirements.

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.

Excursions related to the children's needs and interests should be planned and documented as part of the program. 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, taking into consideration the knowledge and skills of each Educator. Support will be given to each Educator to encourage and ensure that children's learning and development are guided by the learning outcomes of the Early Years Learning Framework and/or the Framework for School Aged Care. This may mean reflective discussions and considerations for practice could focus on interactions, routines, intentional teaching, teaching and learning.

Educators who fail to deliver and maintain an educational program are in breach of the Education and Care Services National Regulations.