

Educational Program and Practice Policy



Document Title	NQS1.1 Educational Program and Practice Policy	Version	2a
Date Approved	January 2024	Date for Review	November 2024
Warning - Ensure you are using the latest version of this policy.			
DCC Network/All Organisation Information/DCC Policies/Quality Area 1 – Educational Program & Practice			

1. Policy Statement

The Australian Early Years Learning Framework (EYLF) informs educational program and practice at River Region Early Education. The Australian Early Years Learning Framework principles and learning outcomes inform educators' approach to children's learning, including intentional teaching, decision making and the ongoing cycle of observation. This policy provides clear guidelines on the expectations from educators when developing an education program and documenting the learning for children. This policy is to be used in conjunction with River Region Early Education Programming and Documentation Framework.

2. Rationale

Educators aim to create a positive, inclusive, play based learning environment which encourages children to engage in activities and experiences based on their interests and everyday lives, whilst achieving the learning outcomes of the EYLF.

3. Definitions

The Early Years Learning Framework for Australia (Australian Government, 2009)

Learning Framework - 'a guide which provides general goals or outcomes for children's learning and how they might be attained. It also provides a scaffold to assist early childhood setting to develop their own more detailed curriculum', in the Belonging, Being, Becoming. The Early Years Learning Framework for Australia (Australian Government, 2009)

Curriculum (early childhood) – 'in the early childhood service, curriculum means all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development.' (p.9, EYLF)

Documentation – the range of methods used by educators to gather information about children, identify and analyse learning, plan and evaluate the program.

Assessment – 'the process of gathering and analysing information as evidence about what children know, can do and understand. It is part of an ongoing cycle that includes planning, documenting, and evaluating children's learning.' (p. 17, EYLF)

Principles – the principles reflect 'contemporary theories and research evidence concerning children's play, leisure, learning and pedagogy'. (p.10, FSAC, 2011)

Practice – quality practices are based on sound principles. Using a range of rich pedagogical practices enables educators to promote children's learning in meaningful ways.

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Agency - as 'being able to make choices and decisions, to influence events and to have an impact on one's world', in the Belonging, Being Becoming. The Early Years Learning Framework for Australia (Australian Government, 2009)

Co-construct - 'learning takes place as children interact with educators and other children as they work together in partnership', in the Belonging, Being Becoming. The Early Years Learning Framework for Australia (Australian Government, 2009)

Intentional teaching - 'educators being deliberate, purposeful and thoughtful in their decisions and actions. Intentional teaching is the opposite of teaching by rote or continuing with traditions simply because things have 'always' been done that way', in the Belonging, Being Becoming. word.

4. Guidelines

The development of a curriculum that enhances each child's learning and development:

- Curriculum decision making contributes to each child's learning and development outcomes in relation to each of the five Learning Outcomes of the EYLF.
- The education program will be on display and accessible to all families.

Supporting children's participation and promoting children's agency:

- Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.

Designing and delivering a program for individual children

- Practice is guided by River Region Early Education Programming and Documentation Framework.
- The Educational leader is responsible for leading the development and implementation of educational programs in the service.
- All educators engage in an ongoing cycle of planning that involves observing, gathering, and interpreting information about children underpinned by contemporary early childhood theories and perspectives.
- Educators listen to children and use documentation to record children's experiences and their responses to the learning environment.
- Documentation about each child's learning and progress is meaningful and also made available to families.
- A copy of each child's assessment or evaluation documentation must be made available to families including information about the content and operation of the educational program, as it relates to their child and information about the child's participation in the program.
- Every child is supported to participate in the program.
- Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
- To work in partnership with children, families and other professionals to plan effectively for children's current well-being and development.
- The program, including routines, is organised in ways that maximise opportunities for each child's learning.
- Educators:

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- actively co-construct learning (that is, learning takes place as children interact with educators and other children as they work together in partnership),
- facilitate play-based curriculum and act as guides, coaches, facilitators and mentors to children’s social interaction, thinking and communication capacities,
- respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning, and
- engage in ongoing critical reflection on their practice with children and in groups to inform decisions about the type and degree of support offered to the child/group as the learner/s.
- Every learning environment should have the following opportunities available to children:
 - books
 - puzzles
 - dramatic play
 - art
 - music
 - construction
 - loose parts
 - craft
 - Munch and Move
 - imaginative play
 - sensory play

We will:

- determine the extent to which all children are progressing in their learning outcomes and if not, what might be impeding their progress, and
- identify children who may need additional support in order to achieve particular learning outcomes and provide that support or assist families to access specialist help.

Sources

Australian Government Department of Education, Employment and Workplace Relations (2009), *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*

Australian Government Department of Education, Employment and Workplace Relations (2011), *My Time, Our Place - Framework for School Age Care in Australia*.

Education and Care Services National Law Act (2010) Section 168, 323 found at <http://acecqa.gov.au/national-quality-framework/legislation/>

Regulatory Reference: Education and Care Services National Regulations (2011) Regulation 73, 74, 75, 76,) found at <http://acecqa.gov.au/national-quality-framework/national-regulations/>

Guidelines for documenting children’s learning. ACECQA

5. Relevant Legislation, Regulations and Standards

Legislation	
Education and Care Services National Regulation	
73	Educational program

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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
National Quality Standards	
1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with 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.
1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
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.
7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Child Safe Standards	
2	Children participate in decisions affecting them and are taken seriously
3	Families and communities are informed and involved
4	Equity is upheld and diverse needs are taken into account
Early Years Learning Framework Learning Outcomes	
1	Children have a strong sense of identity
2	Children are connected with and contribute to their world
3	Children have a strong sense of wellbeing
4	Children are confident and involved learners
5	Children are effective communicators
Early Years Learning Framework Principles	
	Secure, respectful, and reciprocal relationships

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	Partnerships
	Respect for diversity
	Aboriginal and Torres Strait Islander perspectives
	Equity, inclusion, and high expectations
	Sustainability
	Critical reflection and ongoing professional learning
	Collaborative leadership and teamwork
Early Years Learning Framework Practices	
	Holistic, integrated, and interconnected approaches
	Responsiveness to children
	Play-based learning and intentionality
	Learning environments
	Cultural responsiveness
	Continuity of learning and transitions
	Assessment and evaluation for learning, development, and wellbeing

6. Related Documents

Doc #	Attachments
NQS1.1 A1	Educational Program and Practice Procedure
NQS1.1 A1	Tool 1 - Family Profile of the Child
NQS1.1 A2	Tool 2 – Child Profile Ages 3+ Years
NQS1.1 A3	Tool 3 – Child Profile Ages 0-3 Years
NQS1.1 A4	Tool 4 – Observation for the Child
NQS1.1 A5	Tool 5 – Developmental Checklists
NQS1.1 A6	Tool 6 – Goal for the Child
NQS1.1 A7	Tool 7 – Program Tool
NQS1.1 A8	Tool 8 – Learning Story for the Child
NQS1.1 A9A	Tool 9A – Evaluation for Goals
NQS1.1 A9B	Tool 9B – Summative Assessment Template
NQS1.1 A10	Tool 10 – Family Feedback Form
NQS1.1 A12	Tool 12 – Tracking Tool

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Doc #	Intersections with other key documents

7. Document Control

Doc #	Doc Title	Version	Approved	Next Review
NQS1.1	Programming and Documentation Policy	1	February 2017	February 2019
NQS1.1	Educational Program and Practice Policy	2	November 2021	November 2024
NQS1.1	Educational Program and Practice Policy (minor changes due name change and new policy document format)	2a	Jan 2024	November 2024