

# Educational Program Policy

*Research highlights that quality educational programs significantly influence children's development in all areas. REED Services aim to provide a supportive learning environment and program, with valued input from children and families. Thoughtfully planned experiences and environments encourage the children to feel a sense of control over their actions, interactions, to explore, be curious and explore their understanding of themselves, others, and the world around them.*

## National Quality Standard (NQS)

Quality Area 1: Educational program and practice		
1.1	<b>Program</b>	The educational program enhances each child's learning and development
1.1.1	<b>Approved learning framework</b>	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	<b>Child-centred</b>	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	<b>Program learning opportunities</b>	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	<b>Practice</b>	Educators facilitate and extend each child's learning and development.
1.2.1	<b>Intentional teaching</b>	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	<b>Responsive teaching and scaffolding</b>	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback
1.2.3	<b>Child directed learning</b>	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	<b>Assessment and planning</b>	Educators and coordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	<b>Assessment and planning cycle</b>	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	<b>Critical reflection</b>	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	<b>Information for families</b>	Families are informed about the program and their child's progress.

## Education and Care Services National Regulations

Education and Care Services National Law (WA) Act 2012	
<b>73</b>	Educational programs
<b>74</b>	Documenting of child assessments or evaluations for delivery of educational program
<b>75</b>	Information about educational program to be kept available

76	Information about educational program to be given to parents
118	Educational leader
148	Educational leader
155	Interactions with children
168	Education and care service must have policies and procedures

### Related Policies

Code of Conduct Policy	Supervision Policy
Environmental Sustainability Policy	Excursion/ Incursion Policy
<b>Inclusion Policy</b>	Behaviour Guidance Policy
Physical Environment Policy	Interactions with Children
Privacy and Security Policy	Water Safety Policy
Family Communication Policy	Sun Safety Policy
Child Protection Policy	Transition to School Policy
	Photograph and Video Policy
	Retention of Records Policy

### PURPOSE

We aim to enhance children's learning and development through the pedagogical practices of Educators in a positive learning environment through which the five learning outcomes from the *Early Years Learning Framework (EYLF)* are supported and promoted. Educators will gather and interpret information about children as individuals to inform the preparation of the environment, and implement experiences that are engaging and meaningful, supporting children's holistic development.

### SCOPE

This policy applies to children, families, staff, and management of REED Services.

### IMPLEMENTATION

Under the National Law and National Regulations, approved services are required to base their educational program on an approved learning framework. The program should focus on addressing the developmental needs, interests and experiences of each child, while taking into account the individual differences of each child. Approved learning frameworks include principles, practices and learning outcomes that guide educational leaders and educators in their curriculum decision making, and assist them in planning, delivering and evaluating quality programs in early childhood settings.

There are two nationally approved learning frameworks in Western Australia which outline practices that support and promote children's learning:

- Belonging, Being and Becoming: The Early Years Learning Framework for Australia- Early Years Learning Framework (EYLF): <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>
- My Time, Our Place: Framework for School Age Care in Australia (MTOP): <https://www.acecqa.gov.au/sites/default/files/2023-02/MTOP-2022-V2.0.pdf>

### The Early Years Learning Framework (EYLF)

In compliance with the Early Years Learning Framework and National Regulations, the program will contribute 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, and
- The child will be an effective communicator.

REED Services also support the Early Years Learning Framework through the following:

- Each child's learning will be based on their interests and strengths and guided by educators.
- Educators must work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.
- Every child will be equally valued. Their achievements & learning will be celebrated.
- Educators will observe and record the strengths and learning of each child.
- Learning outcomes will be linked to the curriculum during and after each child's learning has occurred.
- The curriculum will be constructed on the children's interests, educators extending children's interests, spontaneous experiences and family contribution.
- Where appropriate, the service will liaise with external agencies and support persons to best educate and care for children with additional needs.
- Where appropriate, the curriculum (play and learning experiences) will build and develop each child's Learning Stories, Portfolio and Observations of each child's strengths and development.
- The curriculum will be evaluated and reflected upon continuously by educators.

### The Approved Provider / Management / Nominated Supervisor/ will ensure:

- The educational leader has the skills, knowledge and attributes to mentor and support educator's understanding of educational programming and practice
- The education leader selected is supported to lead the development and implementation of the educational program and assessment and planning cycle within the service
- The staff record includes the name of the person designated as the educational leader

**Responsible Person / Educational Leader will:**

- Ensure that a suitable program based on an approved learning framework is delivered to all children.
- Collaborate with educators and provide curriculum direction and guidance.
- Ensure all Educators work as a team in preparing and/or implementing the curriculum which collaborates with the service philosophy.
- develop collaborative relationships with families to achieve quality outcomes for all children building on understandings of diversity, especially Aboriginal and Torres Strait Islander cultures
- ensure the curriculum reflects diversity and reflects the values and beliefs of children and families
- take responsibility to be culturally competent and display positive attitudes towards cultural differences, respectfully acknowledge multiple cultural ways of knowing, seeing and being
- Ensure modifications are made in the environment for children with special needs. Management will make appropriate, professional referrals where necessary with family permission.
- Ensure a conscious balance between indoor and outdoor experiences is planned for with large blocks of unstructured time for child directed play.
- Promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence of fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences.
- Support families through positive, respectful and reciprocal relationships through regular communication.
- Ensure each child is acknowledged for their uniqueness in a positive way.
- Be consistently aware of and responsive to children who may require additional support, assistance or attention, noticing and listening carefully to children's concerns and discussing diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour.
- Ensure the educational program is displayed in a place that is accessible to parents and families and that a copy of the program is available at all times.

**Educators will:**

- Collaborate with the Team Leader / Educational Leader for curriculum direction and guidance.
- Implement an ongoing cycle of planning, documenting and evaluating children's learning, using the learning outcomes to guide their planning which will underpin the educational program.
- Gather evidence of children's learning to ensure the educational program is responsive to the strengths, needs and interests of young children

- Document children's experiences and their responses to the environment, making children's learning visible to children, educators and families and promote shared learning and collaboration.
- Intentionally scaffold children's understanding and learning.
- Provide children with ongoing encouragement and positive reinforcement.
- Make use of spontaneous 'teachable moments' to extend children's learning.
- View children as active participants and decision makers, working with each child's unique qualities and abilities.
- Provide experiences that:
  - Respond to children's ideas and play
  - Are both structured and unstructured learning times catering for children's individual needs, interests and are age appropriate.
  - Support learning about individual children's culture, country and community through dance, music, language and dialect, stories, art and craft
  - Actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising.
  - Support the physical development of children of all ages
  - Explores ideas and theories using imagination, creativity and play
- Ensure materials and equipment reflect the cultural diversity and family values that exists in our society.
- Gather information from families upon enrolment regarding the child's needs, interests and family backgrounds and collaborate with families to support children's learning.
- Ensure information about children's participation in the program is available for their families and that they receive a copy of children's learning progress.
- Use a variety of methods to assist their reflection on children's experiences, thinking and learning.
- Ensure critical reflection clearly examines all aspects of events and experiences from different perspectives, identifying children's learning, spontaneous play, teaching strategies and changes that may be needed in the environment.

### Children's Use of Technology

Young children today are growing up in digital contexts. Digital contexts involve people in the use of digital technologies for a range of purposes. Any use of technology in REED Services will be clearly linked to learning outcomes and will be used to complement - *not replace* - other learning strategies including face-to-face interaction with educators and peers, hands-on exploration, imaginative play and physical activity. REED educators will work in partnership with children and families, and make decisions in the best interests of the child when it comes to the use of technology.

The Australian Physical Activity and Sedentary Behaviour Guidelines recommend limits on screen time for all children:

- 0-2 years: No screen time.

- 2-5 years: No more than 60 minutes per day of screen time.
- 5-12 years: No more than 2 hours per day of screen time.

When integrating technology in learning programs the *Nominated Supervisor / Team Leader* will:

- Provide information and resources to educators from the *e-Safety Commissioner- Early Years Program*.
- Maintain and promote a positive culture that promotes safe, responsible and respectful use of digital devices and online services.
- Develop guidelines about how technology will be used in REED Services.
- Provide information to parents about technology use with REED Services.
- Seek permission from children and families to use digital documentation, including photographs of children via social media and/or other digital documentation platforms.
- Ensure proactive adult supervision of young children's online activities, including the use of filters and restrictions on devices and networks in the early childhood education and care setting.
- Ensure that no breaches of copyright occur if screening/viewing DVDs.

#### Guidelines for the use of technology within REED Services:

- Programs and apps must be carefully selected by Management and be suitable to the needs and development levels of each child using or watching various types of technology or media. See [www.childrenandmedia.org.au](http://www.childrenandmedia.org.au) for reviews and advice on suitable apps and movies for young children.
- Programs and apps will be chosen to support and promote children's social, physical, emotional, cognitive, language and creative development.
- Technology is used to assist in expanding the content of the daily program and appropriate current affairs (e.g. the Olympic Games).
- Technology is predominantly used where play-based and 'hands-on' experiences cannot provide the same information (e.g. investigating planets or dinosaurs). It will not replace appropriate experiences nor professional pedagogy.
- Educators will take into account the current screen time recommendations for children and will inform families of how much screen time children have had while attending the Service (if any).
- The use of TV and watching DVD's will be kept to a minimum. When used:
  - Only 'G' rated television programs and movies will be viewed.
  - Programs depicting violence and/or inappropriate content (e.g. graphic news reports) will not be shown.

- TV programs or videos will only be shown that have positive messages about relationships, family and life.
- Information about programs to be viewed will be shared with families beforehand to ensure that they approve of the content. Information may include:
  - Title
  - Synopsis
  - Rating
  - Length of program
- All content will be socially and culturally considerate and appropriate.
- TV and DVD will not be used as a behaviour management strategy or to 'keep children quiet' during periods of rest.

### Source

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### Review

Policy Reviewed	Modifications	Next Review Date
<b>April 2024</b>	Deletion of Regulation 254 Declared approved learning frameworks	<b>April 2025</b>
<b>April 2023</b>	Added new framework links.	<b>April 2024</b>
June 2022	Revised layout consolidated Technology usage.	June 2023
February 2021	Regulations and role of the Educational Leader added	February 2022

February 2020	Minor reformatting Sources updated and alphabetised	February 2021
January 2019	Policy developed by REED management	January 2020