

Development and Education Policy

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Sources	<p>Education and Care Services National Regulations, October 2017</p> <p>Guide to the Education and Care Services National Law and the Education and Care Services National Regulations, October 2017</p> <p>Guide to the National Quality Standard, February 2018</p> <p>Belonging, Being & Becoming: The Early Years Learning Framework for Australia</p> <p>Educators Belonging, Being & Becoming: Educators Guide to the Early Years Learning Framework for Australia</p> <p>The Early Years Learning Framework in Action: Educators stories and models for practice</p> <p>My Time Our Place: Framework for School Age Care in Australia</p> <p>Stonehouse, A., 2004, FDC Dimensions, Excellence in Many Ways, National Family Day Care Council</p> <p>Health & Safety in Family Day Care – Model Policies & Practices (2nd Edition): J. Frith et al, 2003</p> <p>We Hear You – ACECQA 2017</p> <p>Talking About Practice – NQS – Professional Learning Program - 2016</p>

Aim:

To ensure each child's individual developmental needs are met in a caring, stimulating and supportive environment using children's interests as a vehicle for learning.

Explanation:

Children learn through play, and each Educators job is to extend and enrich this learning on a daily basis. Each day Educators make professional judgements that are central to their role in actively facilitating children's learning. If children are seen as active participants in their own learning they will then be provided with the opportunities to maximise their potential and develop a foundation for future learning.

Becoming, Belonging & Being: The Early Years Learning Framework and My Time Our Place: Framework for School Age Care in Australia assists Educators to think more deeply about how they approach learning, development and care, and the way in which this guides their everyday practice and development of the curriculum.

The Early Years Learning Framework and My Time Our Place helps Educators to think about the range of ways that each child learns, and then to use critical reflection, critical thinking and inquiry to develop a curriculum that contains learning experiences relevant to each child. These experiences are then enhanced through establishing respectful and meaningful relationships with the children and families in their care.

Each Educator needs to look at the holistic nature of a child's learning, and plan accordingly. Providing sufficient and varied opportunities for play enhances each child's growth and individuality. As such the program for each child is responsive to their specific needs, follows their interests, caters to their developmental level, establishes strong communication with their family, and encompasses their home routines and experiences with their daily care.

Educators will use an ongoing cycle of planning, documenting and evaluating children's learning, as this underpins the educational program, and involves educators in thinking critically about what is offered and why. This cycle will be recorded in the Family Day Care Service Diary and in the Individual Learning and Development Records or the OOSH Wellbeing Development and Learning Evaluations that are used by the Educators to plan their curriculum.

Each child's learning and developmental progress will be linked through observations, planned experiences and the Learning Outcomes, Principles and Practice of the Early Years Learning Framework and My Time Our Place. Procedures for recording and facilitating the development and education of the children will be reviewed every 6 months. This review will be conducted with feedback provided from Educators, Co-ordination Unit Staff, families and children.

Responsibilities:

Part 1 – Children's Development and Learning Environments

In relation to Educators

- Provide information, resources and training to Educators on creating and planning for child observations and records
- Be available to talk to parents of children in care about their child's development and care needs, if required
- Ensure the Educator is recording appropriate child observations and records. The first step in planning experiences for children is to observe them in the learning environment. These observations are then used to assist the Educator to develop an appropriate program for each individual child.

Things to consider include:

- What is the child interested in?
- What things does the child do well?
- What does the child talk about?
- How does the child socialise with others?
- Are there any areas of the child's learning that may need further development?
- Use the Individual children's Evaluation Sheets in drop box to ensure children's wellbeing and need for rest and leisure and engagement are being met through the program
- Reflect on the observation made and consider the next planned learning environment based on the child's individual need and the group needs
- Regularly evaluate the child's developmental progress in care
- Ensure the individual children's interests are taken into account when planning the learning environment
- Use the weekly Collaboration Pages and monthly critical reflection pages to record children and families input into the program and reflect on practices and the environment.
- Establish formal and informal meetings to gather ideas from children for the curriculum plan and their feedback about the overall program.
- Encourage the children to document their own ideas in the Curriculum Diary
- Maintain up-to-date skills in planning children's activities and knowledge of children's development through ongoing training

In relation to Co-ordination Unit Staff:

- Provide information, resources and training to Educators on creating, planning and evaluating learning environments for children
- Be available to talk to families of children in care about the programs available to children in care
- Ensure the Educator is providing a documented program of activities that address the

children's needs

- Ensure the Educator is using the Early Years Learning Framework and/or My Time Our Place to guide their planning

In relation to Educators:

- Refer to the Early Years Learning Framework and/or My Time Our Place to guide the planning of the curriculum and to provide links between observations and planned experiences
- Ensure the individual child's interests, strengths, ideas and opinions are taken into account when planning the learning environment
- Ensure the individual child's relationships and interactions with their peers, families, Staff/Educators and the community are taken into consideration
- Ensure that individual children have the opportunity to confidently express their emotions
- Provide children with opportunities to investigate, negotiate, problem solve and think critically
- Acknowledge all perspectives of diversity, inclusion, social justice and equity throughout their planning
- Encourage a child's sense of identity and self-worth, and their relationship with the world
- Provide children with the opportunity of physical, social, cognitive and linguistic development and learning needs, throughout their planning
- Offer a range of indoor and outdoor experiences each day (taking into consideration the weather)
- Allow children to freely select experiences
- Respect a child's right to choose not to participate
- Ensure the program of activities is flexible and allows opportunity to build on children's discoveries or spontaneous interest throughout the day
- Ensure outings are planned to enrich children's learning and still maintain a balance of activities in the Educator's home
- Maintain skills in planning children's activities and knowledge of children's development through ongoing training
- Provide opportunities for school age children which 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, culture, 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
- Include information from families, where possible, to assist in the planning of activities for each child
- Display and regularly discuss programs to all families in care
- Discuss programs with the Co-ordination Unit Staff
- Reflect on their program, and evaluate the learning environments offered to children. These reflections will help for future planning. Consider who did what, how this happened, when did this take place, what learning took place, did the children enjoy the learning experiences?

Part 3 – Inclusive Practices

Information Sharing

- 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 background, abilities, needs and language)

- Sharing of information will remain a vital component of each child's program and will maintain a positive focus
- Co-ordination Unit Staff, Educators and families will ensure confidentiality is observed
- Written permission will be obtained from parents to share information relating to their children, family and situation to external organisations or persons, if required
- Information relevant to a child and/or family may be shared between a Educator and Co-ordination Unit Staff, if required for the placement, ongoing support or development of the child

Training & Resources

In relation to Co-ordination Unit Staff:

- Provide training opportunities for staff and Educators to ensure developmentally appropriate programs are administered within the service for all children, in particular training with the Early Years Learning Framework and My Time Our Place
- Access support services to resource and support Educators in the provision of developmentally and culturally appropriate programs for children with additional needs
- Encourage Educators to have a "critical" friend to support and challenge their thinking and practice in relation to curriculum planning
- Ensure that children and their families are supported in their individual cultural identity, home language and religious beliefs

In relation to Educators:

- Network with others to have a "critical" friend to support and challenge their thinking and practice in relation to curriculum planning
- Ensure that children and their families are supported in their individual cultural identity, home language and religious beliefs

Programming and Experiences

In relation to Co-ordination Unit Staff and Educators:

- Respond to families and children in an un-biased and consistent manner
- Utilise parent knowledge as well as the resources provided by professional and community organisations to ensure the program is culturally relevant
- Abide by their obligations under the current Education and Care Services National Regulations), and the National Quality Standard in the development and maintenance of written programs of activities
- Written program activities must be displayed at all times and kept for 12 months
- Educators are to use the CCEL Diary and Programming methods unless another method has been discussed in detail and approved by the CCEL Co-ordination Unit
- Educators are not to program using Apps or Web-based programs from out sourced agencies
- Use the Early Years Learning Framework and/or My Time Our Place to guide the planned curriculum

Part 4 – Transitions to Other Learning Environments

Transition to Other Early Childhood Programs

In relation to Co-ordination Unit Staff:

- Make available upon request contact details of other early childhood programs including Long Day Care, Pre-school, Outside of School Hours Care, Playgroups, Early Childhood Centres and Early Intervention Services
- Provide information regarding choice of quality care (e.g. National Quality Standard (ACECQA) booklet, newsletter information or articles)

In relation to Co-ordination Unit Staff and Educators:

- Support a family's decision to utilise other early childhood services

Transition to School**In relation to Co-ordination Unit Staff:**

- Regularly provide training and/or information opportunities on school readiness to parents and Educators
- Promote the importance of school orientation programs
- Promote to parents the importance of developing resilience in children as a preparation for school and accompanying routines
- Ensure that the family of a child identified with additional needs is offered support by referral to the local Department of Education Early Intervention School Transition Officer or other relevant support services prior to school entry, if requested by the family

In relation to Educators:

- Develop activities and experiences, which prepare children for school entry by:
 - Encouraging interactions with peers in games and activities
 - Encouraging the development of language and literacy skills in conversations, by reading books, and other literacy type activities
 - Developing simple routines
 - Encouraging self-help skills (e.g. dressing, toileting, eating, looking after belongings, hand washing)
- Recognise that play is a primary means of children's learning and therefore provide them with the opportunity to:
 - Be spontaneous
 - Be involved in imaginative and creative play
 - Explore the world using their senses
- Promote the dignity and rights of each child at all times by:
 - Using positive guidance techniques and encouraging children towards positive and responsible behaviour choices
 - Encouraging children to develop social skills such as co-operation and helping others
- Ensure that programs are child-centred and inclusive of the cultural diversity of the children in care, in an environment free from prejudice

Continual Monitoring and Improvement:

Continual improvement and monitoring will occur in the following ways:

- Incidental and planned consultation with families
- Co-ordination Staff accessing current relevant information
- Co-ordination Staff and Educators accessing current and relevant training
- Internal evaluation of incidences and the improvement of systems

Policy Review

Date Revised	Comments
September 2017	Reviewed in the light of new legislation