

Policy Statement

This policy acts to ensure that:

Children's wellbeing and development is extended and enriched through ensuring each child's individual developmental needs are met in a caring, stimulating and supportive environment using children's interests and intentional teaching as a vehicle for learning

Explanation

Children learn through play, and our role as Educators 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.

Being, Belonging and Becoming: 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.

The Early Years Learning Framework and My Time Our Place helps Educators understand that establishing respectful and meaningful relationships with the children and families attending their service is vital. The frameworks are a guide for Educators to have an understanding of specific principles and practises to support the intended outcomes of the framework.

Planning for children incorporates using critical reflection, critical thinking and inquiry to develop a curriculum that contains relevant learning experiences using a range of ways to include each child's learning styles.

Educators need 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 curriculum 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 and school routines and experiences with their daily care.

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February 2016

Policy Last Updated
August 2022

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August 2024

Educators use an ongoing cycle of planning, documenting and evaluating children's learning, as this underpins the educational curriculum, and involves Educators in thinking critically about what is offered and why.

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 Learning Framework. Procedures for recording and facilitating the development and education of the children will be reviewed regularly. Reviews will be conducted with feedback provided from Educators, Coordinators, families and children.

Eat Smart Play Smart encourages Educators to think about how nutrition and physical activity play a part in children's lives, including their physical and emotional development. Encouraging children to be involved in choices and education around healthy eating and play helps to lay the foundations for future good habits. The outcomes of the Eat Smart Play Smart curriculum complement the Principles, Practices and Outcomes of My Time Our Place and the National Quality Standards.

Children's Development

- Use a method of recording children's observations i.e. written notes, diary entries, computer records communication booklets, photos (with family permission) child portfolios, developmental checklists, or other formal recording methods, by following the Curriculum Diary or CCEL Curriculum Planning Guide
- Reflect on the observations 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
- Maintain up-to-date skills in planning children's activities and knowledge of children's development through ongoing training
- Ensure individual children's records are maintained confidentially and available to families to access upon request.

Learning Environments and Planning

- 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 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
- Reflect on their program, and evaluate the learning environments offered to children

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
- The Educational Leader, 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 an Educator and Coordinators, if required for the placement, ongoing support or development of the child

Roles and Responsibilities

Curriculum Planning

Educational Leader

- Collaborate with Coordinators and Educators to provide curriculum direction and guidance
- Support Coordinators and Educators to effectively implement the cycle of planning to enhance programs and practices
- Support Coordinators and Educators to regularly reflect on their curriculum planning practices and processes to ensure a continuous cycle of monitoring and improvement
- In collaboration with the Service Coordinators support Educators in their curriculum planning and reflection
- Lead the development and implementation of an effective educational program in the service
- Ensure children's learning and development is guided by the Learning Outcomes of The Early Years Learning Framework and My Time Our Place Learning Framework
- Oversee and guide the services curriculum planning and implementation
- Guide and develop Educators and families' understandings about play and leisure based learning
- Build on Educators knowledge, skills and professionalism
- Ensure Educators are providing a documented curriculum of activities that address the children's needs
- Guide the service in its journey of continuous improvement by using a variety of ways to support Coordinators, Educators and the Service, these may include:
 - Observing Educators' practice
 - Collaborating with colleagues
 - Collaborating with the Service Coordinators
 - Mentoring individuals and groups
 - Planning for improvement actions
 - Researching practice and new ideas
- Utilise the Educational Leader Journal to record evidence of the support and guidance that is being offered to the team

Coordinators

- Provide training opportunities for Educators to ensure developmentally appropriate curriculums are administered within the program for all children, in particular training with My Time Our Place and Eat Smart Play Smart
- Oversee and guide the services curriculum planning and implementation in collaboration with the Educational Leader
- Mentor and guide Educators in their curriculum planning through regular Support Visits
- Access support services to resource and support Educators in the provision of developmentally and culturally appropriate curriculums for children with additional needs
- Ensure Educators have access to a wide range of resources to assist with their curriculum planning, including but not limited to the Curriculum Planning Tool, Programming Resource Folder, Facebook Networking Group, Small Service Networking Sessions
- Ensure that children and their families are supported in their individual cultural identity, home language and religious beliefs
- Respond to families and children in an un-biased and consistent manner
- Utilise parents' knowledge as well as the resources provided by professional and community organisations to ensure the curriculum is culturally relevant

Responsible Person & Educators

- Use the Early Years Learning Framework and My Time Our Place Learning Framework to guide the planned curriculum
- Maintain skills in planning children's activities and knowledge of children's development through ongoing training
- Use the Curriculum Diary to record planned experiences and the Reflective Practice pages to reflect on the planned experiences, using this information to guide future curriculum planning
- Use conversations and feedback from children and families as a vehicle to guide the planning and development of future programs
- Curriculum activities are available at all times for Educators, children and families
- Utilise the Service resources to assist with curriculum planning, including but not limited to the Curriculum Planning Tool, Programming Resource Folder, Facebook Networking Group, Small Service Networking Sessions
- Invite participation from families into the planning and implementation of the curriculum

LINKS TO:

→ **Education & Care Services National Law**
Section 167

→ **Education & Care Services National Regulations:**
73, 74, 75, 76, 118,
155, 156, 168, 170, 171

→ **National Quality Standards/Elements:**
1.1, 1.2, 1.3, 2.2.1, 3.1,
3.2, 5.1, 5.2, 6.1, 6.2,
7.1, 7.2

→ **Child Safe Standards:**
1,2, 3,4, 5, 6,7, 8,
9,10

- Ensure the expertise, culture, values and beliefs of families are respected, and families share in the decision making about their child's learning and wellbeing
- Share with families the learning their child has been involved including, but not limited to informal conversations, formal conversations, newsletters, Facebook Pages
- Ensure the daily curriculum plan is displayed for families to see

Families

- Share family knowledge, culture, values, skills and expertise with the service to ensure the curriculum is culturally relevant and inclusive

Continual Monitoring and Improvement

Continual improvement and monitoring will occur in the following ways:

- Incidental and planned consultation with families
- Approved Provider and Coordinators accessing current relevant information
- Approved Provider, Coordinators and Educators accessing current and relevant training
- Internal evaluation of incidences and the improvement of systems

SOURCES

- Education and Care Services National Regulations - December 2021
- Education and care Services National Law - January 2022
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - October 2017
- Guide to the National Quality Standard - January 2020
- Implementing the Child Safe Standards: A Guide for Early Education and Outside School Hours Care Services, NSW Department of Education, 2021
- A Guide to the Child Safe Standards, NSW Office of the Children's Guardian, 2020
- ACECQA – FDC Approved Provider compliance responsibilities – October 2017
- Be You
- My Time Our Place: Framework for School Age Care in Australia
- ECA Code of Ethics
- United Nations Convention on the Rights of the Child
- We Hear You – ACECQA 2017
- Talking About Practice – NQS – Professional Learning Curriculum – 2016
- Eat Smart Play Smart Guide 3rd Edition 2016 (NSW)

LINKS TO OTHER POLICIES:

- Child-Safe Environment
- Environmental Sustainability
- Inclusion & Diversity
- Interactions with Children
- Philosophy
- Regular Outings & Excursions
- Socialisation & Positive Behaviour Guidance
- Supervision
- Training & Professional Development