

## 1.05 CHILDREN'S EDUCATIONAL PROGRAM

### Purpose Statement

An ongoing cycle of planning, documenting and evaluating children's learning underpins the educational program delivered by Windermere's Family Day Care service and involves Educators critically thinking about what is offered and why. Written plans, records of child assessment and evaluations underpin practice with children and families.

Critical reflection and careful planning increase the value of children's time in education and care by ensuring that the educational program and practice responds to children's interests and scaffolds their learning.

In delivering a successful educational program to children, partnerships with families are considered critical. A strong, open and transparent partnership is crucial to the positive development of children.

### Scope

This policy applies to WFDC Educators, children, families and EPCs of the Service.

### Definitions

*Approved learning framework* - 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.

*Assessment and planning* - Educators take a planned and reflective approach to implementing the program for each child by assessing their individual needs.

*Assessment and planning cycle* - 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.

*Child-centred* - Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

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

*Critical reflection* - Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

CSS – Child Safe Standards.

EPC: Educational Program Coordinator.

*Hypothesising* – To suppose or guess about certain facts and use this as a basis for further investigation in an effort to prove or disprove initial thoughts.

*Information for families* - Families are informed about the program and their child's progress.

*Intentional teaching* - Educators are deliberate, purposeful, and thoughtful in their decisions and actions.



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NQS – National Quality Standards.

*Practice* - Educators facilitate and extend each child's learning and development.

*Program learning opportunities* - All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

*Program* - The educational program plan delivered by the WFDC Educator.

*Responsive teaching and scaffolding* - Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

WFDC: Windermere Family Day Care.

#### Policy Statement

TO PROVIDE CHILDREN ENGAGED IN WFDC WITH AN OPPORTUNITY TO MAXIMISE THEIR POTENTIAL AND DEVELOP A FOUNDATION FOR FUTURE SUCCESS IN LEARNING, THROUGH THE IMPLEMENTATION OF AN EDUCATIONAL PROGRAM FOCUSSED ON THEIR NEEDS.

#### Procedures

##### General

1. Educators are required to base their educational program on an approved learning framework. There are three approved learning frameworks Windermere provides which outline practices that support and promote children's learning:
  - The Victorian Early Years Learning and Development Framework (VEYLDF)
  - The Early Years Learning and Development Framework (EYLF)
  - My Time, Our Place: Framework for School Age Care in Australia (MYTOP).

NOTE: For further information, refer to the links sections of this policy.

2. The program should contribute to the outcomes for children found in the Early Years Learning Framework, as follows:
  - a. The child will have a strong sense of identity
  - b. The child will be connected with and contribute to their world
  - c. The child will have a strong sense of wellbeing
  - d. The child will be a confident and involved learner
  - e. The child will be an effective communicator.
3. The following must be documented for every preschool aged child:
  - a. Assessments of the child's developmental needs, interests, experiences and participation in the educational program.



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- b. Assessments of child's progress against the principles, practices and outcomes of the approved learning frameworks, NQS or any other regulatory documents.
4. The following must be documented for every school aged child:
  - a. Evaluations of children's wellbeing
  - b. Evaluation of children's development
  - c. Evaluations of children's learning.
5. A copy of the program cycle provided by Windermere is displayed by the Educator at a place that families are able to see it.
6. A copy of the program is at all times up to date and available for inspection, upon request.

#### ***Sharing Information with Families***

1. All parents must be informed of the following:
  - a. Information about the child's participation in the program
  - b. Assessments of the child's developmental needs, interests, experiences and participation in the educational program
  - c. Assessments of child's progress against the outcomes of the regulatory documents
  - d. Evaluations of children's wellbeing, development and learning for school aged children.

#### ***Developing and Documenting a Curriculum/Plan***

1. Use information gathered from families upon enrolment and during regular communication regarding the child's needs, interest and family backgrounds. It is important to develop a partnership between parents and Educators to ensure that consistency between home and the WFDC service occurs and that the best possible care is provided.
2. Each child's learning will be based on their interests, strengths and developmental needs and guided by Educators.
3. Educators must work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.
4. Educators will observe and record the strengths and learning of each child.
5. Educators will work closely with children and families to produce ideas for the curriculum.
6. Learning outcomes will be linked to the curriculum during and after each child's learning has occurred.
7. The curriculum will be constructed on the children's interests, educators extending children's interests, child-initiated experiences and family contribution.
8. Where appropriate, the Educator will liaise with external agencies and support persons to best educate and care for children with additional needs.
9. Educators work with the Coordination Unit in preparing and/or implementing the curriculum which collaborates with the service philosophy.

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10. A balance between indoor and outdoor experiences is planned for with large blocks of unstructured time for child-initiated play.
11. The curriculum will be evaluated and reflected upon continuously by Educators.
12. Promote children's physical activity by supporting the development of their gross motor skills and fostering their emerging fundamental movement skills through a range of intentionally planned and child initiated active play learning experiences.
13. Provide time and resources for children to practice and revisit their fine motor skills development.
14. Implement an ongoing cycle of planning, documenting and evaluating children's learning which will underpin the educational program and involves Educators in critically thinking about what is obtainable and why.
15. Educators will document children's experiences and their responses to the environment, making children's learning visible to children, families and EPCs, which promotes shared learning and collaboration.
16. Provide age-appropriate experiences that include both structured and unstructured learning times catering for children's individual needs and interests.
17. Ensure materials and equipment reflect the cultural diversity and values of individual families (within the family context of the Educator's home).
18. Provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising.
19. Provide opportunities for children to be active daily through a balance of planned and spontaneous experiences within the indoor and outdoor environment.
20. Plan realistic curriculum goals for children based on observation and assessment of individual needs and interests.
21. Use a variety of documentation methods to reflect on children's experiences, thinking and learning.
22. Ensure critical reflection clearly determines all aspects of planning events and experiences, considering at all times different perspectives, children's learning needs and opportunities for spontaneous play. Teaching strategies and environmental changes will also inform planning.
23. Educators are committed to the safety and wellbeing of children. We have zero tolerance for any form of discrimination, child abuse or neglect and we demonstrate that commitment through our positive role modelling, intentional daily practices, inclusion of child safe resources and meaningful discussions with children and families.

#### ***Implementing a Curriculum/Plan***

1. Every child will be equally valued. Their achievements and learning will be celebrated.
2. Modifications are made with support from the Coordination Unit in the environment for children with additional needs.



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3. Support families through positive, respectful and reciprocal relationships through regular, open and transparent communication.
4. Ensure each child is acknowledged for their uniqueness in a positive way.
5. Support children's efforts, assisting and encouraging as appropriate.
6. 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.
7. Respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
8. Promote children's participation in a range of safe active play learning experiences.
9. Make sure information about the child's participation in the program is available for families.
10. Encourage communication with families about physical activity, gross motor and fine motor skills development.
11. Explore ideas and theories using imagination, creativity and play, during large blocks of uninterrupted time.
12. Intentionally scaffold children's understanding and learning.
13. Make use of 'teachable moments' to extend children's learning.
14. Respond to children's displays of learning dispositions by commenting on them and providing encouragement, additional ideas and positive reinforcement.
15. View children as active participants and decision makers, working with each child's unique qualities and abilities.
16. Seek opportunities within the routine for play and learning.
17. Ensure that all children's experiences are recognised and valued with equitable access to resources and opportunities to demonstrate their learning.

#### ***The Goals of a Curriculum***

Each program will provide a variety of developmentally appropriate experiences and materials that are selected to achieve the following goals:

1. Foster positive self-concept
2. Develop social skills
3. Encourage children to think, reason, question and experiment
4. Encourage language development
5. Enhance physical development and skills
6. Encourage and demonstrate sound health, safety and nutritional practices



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7. Encourage creative expression
8. Respect cultural diversity of children and families
9. Respect gender diversity
10. Acknowledge and support the CSS.

### Relevant Legislation/Standards

- National Quality Framework for Early Childhood Education and Care Services including:
  - Education and Care Services National Law 2011 (Amended 2024)
  - Education and Care Services National Regulations 2011 (Amended 2024)
- Australian Children's Education & Care Quality Authority. (2014)

### Related Policies/Procedures & Links

- WFDC Policies/Procedures:
  - 1.01 Philosophy
  - 1.02 Excursions & Outings
  - 1.03 Diversity
  - 1.04 Natural Environment & Sustainability
  - 2.01 Child Safety
  - 5.01 Interactions with Children
  - 5.02 Rights of a Child
  - 5.03 Understanding Children's Behaviour
  - 6.01 Family Communications
  - 7.04 Record Keeping
  - 7.17 Social Media
  - 7.20 Confidentiality and Privacy (Children & Families)
  - 7.23 Responsible Use of Media
- The Victorian Early Years Learning and Development Framework (VEYLDF): [veyldframework.pdf](#)
- The Early Years Learning and Development Framework (EYLF): [EYLF-2022-V2.0.pdf](#)
- My Time, Our Place: Framework for School Age Care in Australia (MYTOP): [MTOP-V2.0.pdf](#)