

**EDUCATION PROGRAM****(BP)****NQF Areas 1,3,5****CSReg Part 4 Div-1, Part 5****Policy**

At Outlets Co-operative Neighbourhood House LTD Programs are designed to reflect the needs of the children in accordance with the Centre's Philosophy and the Early Years Learning Framework. The following Learning Outcomes will be incorporated into the observations and planning:

- National Quality Standard, Quality Area 1: Educational program and practice
- National Quality Standard, Quality Area 3: Physical environments
- National Quality Standard, Quality Area 5: Relationships with children
- Early Years Learning Framework, Belonging, Being and Becoming – updated ver2 2022
- My Time, Our Place

Relevant legislation and Standards

Child Safe Standards

Education and Care Services National Law Act 2010: Sections 168, 323

Education and Care Services National Regulations 2011: Regulations 73, 74, 75, 76

National Quality Standard, Quality Area 1: Educational program and practice

National Quality Standard, Quality Area 3: Physical environments

National Quality Standard, Quality Area 5: Relationships with children

Early Years Learning Framework, Belonging, Being and Becoming V2.0, 2022

My Time, Our Place

Freedom of Information Act 1982

Information Privacy Act 2000 (Vic)

Privacy Act 1988 (Cwth)

Procedure**Observations:**

1. Programming involves the information that is collected from various sources to write the curriculum plan for each room. The experiences and activities are intentional and are intended to achieve a learning outcome based on the Early Years Learning Framework.
2. As part of the program and planning process educators need to collect rich and meaningful information that depicts children's learning in context, describes their progress and identifies their strengths, skills and understandings. The observations and programming are designed to reflect the needs of the children in accordance with the Early Years Learning Framework.

The collection of documentation gathered may come from a wide variety of resources which include:

- Learning Stories
- Observations
- Video files
- Photo files
- Documentation from families
- Conversations with families
- Conversations with children
- Reflections/Diaries

A3 Reflection book. is paper based portfolio that has been implemented in the centre. It is a space to ensure every child receives the best support possible and that families are involved and up to date with children's development. A3 Outcome Reflection book. creates a portfolio of children's learning.

3. All children who attend care at Outlets Co-operative Neighbourhood House LTD, Children, whether Permanent, Transitional, Flexible or Adhoc/casual, are linked to Kiosk and observed on approximately a 2-4 week cycle.
4. Observations are usually reflected on using Child Planning notes in our A3 Reflection book. They should demonstrate the planning cycle and encourage reflective, intentional practice. The observations can be linked to learning tags such as the EYLF learning outcomes.
5. Individual observations are linked to the fortnightly program plan and identified by the child's name on the back of the program sheet or by a link on A3 Reflection book.
6. Families may also contribute stories or observations onto A3 Reflection book. which may be used for planning purposes.



Learning and Development

- ❖ Programs foster play-based learning as a context for children to organise and make sense of their social worlds as they engage actively with people, objects and representations
- ❖ Programs encourage children to make choices and take on new challenges
- ❖ Programs foster physical development
- ❖ Programs foster language and literacy development
- ❖ Programs foster personal and interpersonal development
- ❖ Programs foster curiosity, logical inquiry and mathematical thinking
- ❖ Programs foster creative and aesthetic development using movement, music and visual-spatial forms of expression
- ❖ Programs are open ended and age /stage appropriate.
- ❖ Programs challenge children's development
- ❖ Programs reflect environmental practices
- ❖ Programs reflect a multicultural society
- ❖ Program develops awareness of Australia's Aboriginal and Torres Strait Islanders and multicultural heritage

The educational program is also based on the principles of the Early Years Learning Framework:

- Secure, respectful and reciprocal relationships.
- Partnerships.
- High expectations and equity.
- Respect for diversity.
- Ongoing learning and reflective practice.

Evaluations:

1. The program plan is evaluated and modified on a fortnightly basis by the Qualified Educator or Teacher. The program will reflect the indoor and outdoor program. The comments can relate to the learning outcomes or about the specific activity. This will be written straight onto the plan (on A3 Reflection book. or hardcopy). The back of the plan may also be used if required.
2. Evaluations for individual children are added to their child planning note on A3 Outcome Reflection book. Parents also have the opportunity to place a comment within their own child's observation.
3. Individual plans may also be established for children on A3 Outcome Reflection book. Any therapists who work with a child would have input into this planning.
4. Community posts may be made on A3 Reflection book. that reflect the learning that has occurred over the last fortnight and the future planning that will be occurring indoors and outdoors. Families can also comment on these posts.

Key points to include when evaluating the indoor and outdoor program:

- Evaluate against the centre's program philosophy statement and broad goals
- Balance and flexibility
- Parents feedback
- Management feedback
- Peer feedback
- Children's feedback
- Time frame for achieving objective/s
- Reflecting the Early Years Learning Framework
- EYALT – Early Years Assessment and Learning Tool – Vic State

Program Folder

The following forms are available online and in the planning room for referral and use.

- ☐ Educational Program Policy and Procedure
- ☐ Environmental Sustainability – Code of Practice
- ☐ Program Planning Philosophy
- ☐ Program Planning Goals
- ☐ National Quality Standard 1: Educational program and practice
- ☐ Enrolment and Orientation Policy and Procedure
- ☐ Orientation form
- ☐ Indoor Room Layout Template
- ☐ Parent - Educator Discussion Record
- ☐ Professional Services Meeting Record
- ☐ Copies of the previous 12 months programs (or in A3 Reflection book.)
- ☐ Recorded Observations



other relevant forms or documents will be found in the childcare originals folder (in planning room) or online:

- ☐ Developmental Checklist
- ☐ Staff Routine Sample
- ☐ Nappy Change Record
- ☐ Lunch Requirements

Your Program Planning, including A3 Reflection book., contains very important documents and information. Extreme care must be taken with them at all times. They are to be kept CONFIDENTIAL. When a child leaves the centre the child's profile is archived in A3 Outcome Reflection book. If a family deletes their child from A3 Reflection book. an email is sent to the centre. The child's portfolio then has to be exported to 'Finished children' under the room's server online. These portfolios must be kept from when the child leaves the centre until the end of 3 years after the child's last attendance.

Sources

National Quality Framework

Early Years Learning Framework, Belonging, Being and Becoming V2.0 2022

My Time, Our Place

A3 Reflection book. Documentation

EYALT – Early Years Assessment and Learning Tool – Vic State.

Policy Review

This policy will be reviewed biannually unless there are any regulatory or legislative requirements and/or any feedback from staff, parents and the community.

ATTACHMENTS

AUTHORISATION

This policy was adopted by the Approved Provider of Outlets Co-operative Neighbourhood House LTD on April 2021 - reviewed 23/5/2023

Updated 25/3/2024

Policy is reviewed as below or as directed by legislation or changes as per National or State regs/rules

NEXT REVIEW DATE: 23 /11 /2024