ROBE CHILD CARE ON WHEELS SERVICE

EDUCATIONAL PROGRAM POLICY

Responsible Officer:	*Manager Childcare Services*
Version	*V2*
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Relevant Regulations:	EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS S.166A Offences relating to inappropriate conduct Part 6A Devices in education and care services S.168 Offence relating to required programs 73 Educational programs 74 Documenting of child assessments or evaluations for delivery of educational program 75 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 156 Relationships in groups 168 Education and care service must have policies and procedures 170 Policies and procedures must be followed 173 Prescribed information to be displayed- education and care service 174 Time to notify certain circumstances to Regulatory Authority 175 Prescribed information to be notified to regulatory authority 176 Time to notify certain information to Regulatory Authority 177 Prescribed enrolment and other documents to be kept by approved provider

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	254 Declared approved learning frameworks
National Quality Standards (NQS):	QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE 1.1 Program- The educational program enhances each child's learning and development 1.1.1 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. 1.1.2 Child-centred- Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. 1.1.3 Program learning opportunities- All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning 1.2 Practice -Educators facilitate and extend each child's learning and development 1.2.1 Intentional teaching- Educators are deliberate, purposeful, and thoughtful in their decisions and actions 1.2.2 Responsive teaching and scaffolding- Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. 1.2.3 Child directed learning- Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world 1.3 Assessment and planning- Educators and coordinators take a planned and reflective approach to implementing the program for each child. 1.3.1 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 1.3.2 Critical reflection- Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation 1.3.3 Information for families-Families are informed about the program and their child's progress QUALITY AREA 7: GOVERNANCE AND LEADERSHIP 7.2.2 Educational leadership- The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

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RELATED POLICIES

Additional Needs Policy Behaviour Guidance Policy Celebrations Policy Child Protection Policy Code of Conduct Policy English as an Additional Language or Dialect (EAL/D) Policy Environmental Responsibility Policy Excursion/Incursion Policy Family Communication Policy Interactions with Children, Family and Staff Policy	Multi-Cultural Policy Physical Activity Policy Physical Environment Policy Privacy and Confidentiality Policy Professional Development Policy Record Keeping and Retention Policy Respect for Children Policy Safe Use of Digital Technologies and Online Environments Policy Supervision Policy Transition to School 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, V2.0)* 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. We support the vision of the EYLF, V2.0 to ensure '*all children experience learning that is engaging and builds success for life.*'

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Under the Education and Care Services 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 previous experiences of each child, while considering the individual differences of each child. There are

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

- *Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0, 2022*
- *My Time, Our Place- Framework for School Age Care in Australia. V2.0, 2022*

There is also a jurisdiction-specific approved learning frameworks for Victoria which is currently under review. *Victorian Early Years Learning and Development Framework*

OUR SERVICE IS COMMITTED TO THE APPROVED LEARNING FRAMEWORK (EYLF) (V2.0)

The approved learning framework 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.

In compliance with the Early Years Learning Framework (V2.0) and the Education and Care Services National Regulations, the program will contribute to the following learning outcomes for each child:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

THE APPROVED PROVIDER WILL ENSURE:

- obligations under the Education and Care Services National Law and National Regulations are met and understood by all staff and educators
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- the education leader selected is supported to lead the development, implementation and review of the educational program and assessment and planning cycle within the Service
- the educational leader has the skills, knowledge and attributes to mentor and work collaboratively with educators, fostering a shared responsibility and professional accountability of children's learning, development and wellbeing
- the staff record includes the name of the person designated as the educational leader

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- the educational leader accepts the position of educational leader in writing
- the educational leader is aware of the regulatory requirements of the role and can explain the obligations associated with the position
- a high-quality educational program based on an approved learning framework is delivered to all children in accordance with the framework (outcomes, practices and principles)
- the educational program is displayed in an accessible place for families and is available upon request
- the program is evidence based, age-appropriate and supports and extends the developmental needs, interests and experiences of each child
- Aboriginal and Torres Strait Islander perspectives are meaningfully embedded within the program and daily practice
- to promote inclusive practices by ensuring reasonable adjustments are made for children with disabilities or additional needs and that appropriate professional referrals are made with family consent
- support is provided to the nominated supervisor and educational leader to embed continuous improvement and uphold quality teaching and learning practices
- all educators are provided with necessary resources, professional learning, and time to implement the program effectively.

THE NOMINATED SUPERVISOR WILL:

- ensure the program aligns with the approved learning framework and Service philosophy
- ensure the program contributes to the five learning outcomes for each child
- ensure planning for learning is a continuous cycle that involves-observation, planning, implementation, assessment, evaluation and critical reflection
- work in partnership with children and families, communities, teachers in schools and other professionals to inform educational practices that are place-based and relevant to that community (EYLF, V2.0. p. 8)
- gather information from families upon enrolment regarding the child's needs, interest and family backgrounds
- ensure family input and feedback are actively sought, recorded and reflected within the educational program

- ensure all educators work as a team in preparing and/or implementing the curriculum which adheres to the service philosophy
- ensure educators are intentional in all aspects of their professional practice
- promote inclusive education by ensuring equitable access to resources, opportunities and support for all children
- ensure a conscious balance between indoor and outdoor experiences is planned for with large blocks of unstructured time for uninterrupted child-initiated play
- promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence and refinement of fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences.
- ensure key physical activity recommendations from Australian Government guidelines- Get up & Grow and/or Munch and Move are embedded into our curriculum
- support families through positive, respectful and reciprocal relationships through regular communication to support children's learning and wellbeing
- ensure a copy of the program's content and operation is available to families and provided upon request
- lead a culture of professional collaboration and continuous improvement through regular meetings, mentoring and feedback
- ensure documentation relating to child assessments or evaluations for delivery of the education program are recorded, including:
    - assessments of the child's developmental needs, interests, experiences and participation in the education program
    - assessments of the child's progress against the outcomes of the educational program.

THE EDUCATIONAL LEADER WILL:

- ensure they understand the regulatory requirements of the role and can explain the obligations associated with the position
- lead the development, implementation and evaluation of the educational program in line with the approved learning frameworks (EYLF V2.0)
- mentor and guide educators to intentionally plan and assess learning using the approved learning outcomes, practices and principles

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- support educators to reflect on and strengthen their pedagogical practices, decision-making and interactions with children
- ensure that planning, assessment and documentation processes are consistent, meaningful and promote continuity of learning
- facilitate professional discussions and reflective practice to enhance educators' understanding of the planning cycle and the link between theory and practice
- monitor and support educators to critically reflect on the effectiveness of their teaching strategies, program implementation and environmental design
- support educators to embed Aboriginal and Torres Strait Islander perspectives and cultural responsiveness throughout the curriculum
- promote inclusive education by supporting educators to make reasonable adjustments and ensure equitable learning opportunities for all children
- collaborate with families, educators, and other professionals to design programs that are place-based, relevant and reflective of the service community
- encourage the inclusion of children's voices, ideas and feedback in program evaluation and decision-making
- lead ongoing review and reflection on the educational program to ensure continuous improvement and alignment with the National Quality Standard
- support educators to use children's play and learning experiences to build and develop each child's individual learning profile to record their learning journey. This may include learning stories, portfolios, observations, annotated photographs children's feedback and other documentation demonstrating strengths and development. Information will be shared with families through XAP.

EDUCATORS WILL:

Collaboration and curriculum direction

- collaborate with the educational leader for curriculum direction and guidance
- work collaboratively with children to influence the development of the program in response to their own strengths, ideas, abilities and interests
- engage with families to share information about children's participation and gather meaningful feedback to inform assessment and planning

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Observation and documentation

- use multiple sources of information to gather and document different aspects of children's learning, development and wellbeing
- plan realistic curriculum goals for children based on observation and assessment of individual needs and interests
- document children's wellbeing and learning, utilising contemporary theories and research about play, leisure, and learning
- ensure documentation makes children's learning visible to children, families and educators
- ensure information about the child's participation in the program is available for families
- utilise families feedback for creating children's assessment and evaluation creates an authentic and meaningful assessment whilst valuing the children's role in assessing their learning
- record and document children's learning on Service-issued devices only, in accordance with the *Safe Use of Digital technologies Policy and Procedures*

Program planning and development

- implement an ongoing cycle of planning, documenting, responding to and supporting children's learning which underpins the educational program
- plan a contextual program that actively promotes the investigation of ideas, complex concepts and thinking, reasoning and hypothesising to support each child's learning and wellbeing of each child
- use the learning outcomes, practices and principles to guide planning for children's learning and play
- encourage the development of children's self-worth, uniqueness and positive view of themselves helping frame their personal and social identity
- intentionally plan and implement learning experiences using information about a child's interests, curiosities and funds of knowledge
- provide experiences that include both structured and unstructured learning times catering for children's individual needs and interests and, are age appropriate
- plan and implement the intentional teaching of Fundamental Movement Skills (FMS) to support the physical development of children of all ages

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Program implementation

- act deliberately, thoughtfully and purposefully to support children's learning through play-based learning
- implement planned and spontaneous experiences using 'teachable moments' to extend children's learning
- encourage children to act intentionally and with agency in play as they make decisions
- allow large blocks of uninterrupted time to allow children to develop their ideas and interests in their learning environments allowing children to explore their physical, social and intellectual elements of their activities
- provide children with ongoing encouragement and positive reinforcement
- seek opportunities within the routine for spontaneous play and experiences

Children's agency and growth mindset

- respect children's agency by involving them in decisions that affect their learning
- provide experiences that support and develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, enthusiasm, persistence and imagination
- provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising
- use the learning outcomes to guide the planning for children and young people's learning
- extend critical thinking skills through provocations and rich inquiry-based experiences
- teach children the importance of taking responsibility towards their own health and safety to ensure their own wellbeing and personal safety

Cultural responsiveness and inclusion

- display cultural responsiveness by learning about multiple perspectives and diversity such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual's diversity
- take responsibility to be respectful of all backgrounds, beliefs, values, customs, knowledge, lifestyles and social behaviours

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- intentionally promote learning about a child's culture, county and community through dance, music, language and dialect, stories, art and craft

Reflection, evaluation and continuous improvement

- ensure critical reflection clearly exams 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
- use a variety of methods to assist reflection on children's experiences, thinking, and learning
- explore ideas and theories using imagination and creative play, modelling reflective and innovative thinking for children
- engage in ongoing reflection to ensure practices align with the service philosophy, National Quality Framework and approved learning framework (EYLF).

CONTINUOUS IMPROVEMENT/REFLECTION

The *Educational Program Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Activity and Floor Plan Assessment and Planning Cycle Audit Assessment and Planning Cycle Guide and Procedure Assessment of Learning Summary Critical Reflection Template Educational Program and Practice Procedure Educator Survey - QA1 Educators Program Resources Guide	Exceeding Themes Guide and Examples Learning and Development Register Learning Story Record Management Programming Audit Observation Record Pre-Assessment Educational Program and Practice Checklist Program Template Special Days and Events Calendar 2026