

PURPOSE

Our aim is to enhance children's learning and development through the pedagogical practices of educators and families in a positive learning environment. This is promoted across the five learning outcomes from The Early Years Learning Framework and the My Time Our Place Framework for school aged children. 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.

SCOPE

This policy applies to the Approved Provider, Staff, Educators, and Educator Assistants of Clarence Family Day Care.

POLICY

The curriculum or program is the child's whole experience. It includes interactions, experiences, activities, routines and events. This definition means that educators need to think about, pay attention to, plan for and evaluate all children's experiences in the service, from the time they arrive until they go home. Educators need to plan the children's program, but things will happen that are unplanned, and children will learn from these spontaneous events too.

Educators aim to create positive learning environments and guide experiences for each child in conjunction with their family. Educators will observe children and facilitate their learning to provide each child with an individual portfolio by documenting their learning throughout the year. Children and their families will be encouraged to participate in the ongoing process to promote engaged learning.

Clarence Family Day Care acknowledges the Australian Early Years Learning Framework and My Time Our Place, Framework for School Age Children. These inform and underpin the educational program and practice in our service. The learning frameworks' principles, practices and learning outcomes inform educators' approach to children's learning, including intentional teaching, decision making and an ongoing cycle of planning.

Educator's programs and practice demonstrate respect toward Aboriginal and Torres Strait Islander cultures, identities and connections to community and country. Educators recognise the important role families have in children's learning and in supporting a child to identify with and make meaning of themselves and their world.

PROCEDURE

The approved learning frameworks include:

- Belonging, Being and Becoming: Early Years Learning Framework for Australia (for children 0-5)
- My Time Our Place: Framework for School Age Care in Australia (for school age children)

Within these frameworks are the five learning outcomes for all children

- children have a strong sense of identity
- children are connected with and contribute to his or her world
- children have a strong sense of wellbeing
- children are confident and involved learners
- children are effective communicators

The program must be:

- delivered in a manner that accords with the approved learning framework
- based on the developmental needs, interests and experience of each child
- designed to consider the individual differences of each child
- shown to support the Service’s Philosophy.

Within the program:

- Children will be able to enjoy both indoor and outdoor play.
- Creative expression and language development should be encouraged through reading and telling stories; music, movement and song; drawing and painting.
- The way in which meals are presented is as important as eating. It is a very social activity where conversation and table manners can be encouraged.
- The environment should be explored with a sense of discovery.
- A child should be encouraged to develop self-reliance and competence in a range of areas such as going to the toilet, washing hands, remembering a hat, caring for belongings and participation in household routines.
- Each child should have an accessible place to keep their belongings.
- Educators guide and encourage children’s behaviour in a positive way.
- Time should be allowed each day for every child to rest, sleep and relax.
- The environment and resources available are interesting and inviting and promote children’s agency.
- Play sessions between educators provide an opportunity for children and educators to meet different people with common interests, exchange ideas and build networks.
- Educators maintain ongoing documentation of child assessments and evaluations for the delivery of the educational program against the five learning outcomes
- Each child’s progress is documented in a format which can be shared with families and with the child.
- Information about the educational program is on display within the education and care setting.
- Educators recognise the importance of Professional Development and continue to engage in this through a variety of means such as Webinars, Online training, In-house Training and training that educator’s source themselves.
- Reflection is seen as a valuable tool and is used by Educator’s as a resource to further develop their Practices and evolve as a Professional Educator.

NATIONAL QUALITY FRAMEWORK

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	NATIONAL QUALITY AREA	NATIONAL QUALITY ELEMENT/STANDARD
73, 74, 75, 76, 168, 254	1	1.1, 1.1.1, 1.1.2, 1.1.3 1.2, 1.2.1, 1.2.2, 1.2.3
	7	7.1.1

REFERENCE & RELATED INFORMATION

- Education and Care Services National Law Act
- Education and Care Services National Regulations
- Guide to the National Quality Standard
- Belonging, Being and Becoming, Early Years Learning Framework
- National Quality Standard
- My Time our Place, Framework for School Age Children
- Our Service’s Philosophy.