



CHILDREN'S SERVICES Educational Program and Practice Policy

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1. Aim

Children's Services aim to contribute to the following outcomes for each child:

- The child will have a strong sense of identity
- The child will be connected with and contribute to his or her world
- The child will have a strong sense of wellbeing
- The child will be a confident and involved learner
- The child will be an effective communicator

We aim to provide a balanced program in which Educators respond to children's ideas of play and use intentional teaching to scaffold and extend on each child's learning. These programs will:

- be stimulating and interesting
- allow opportunities for children to play, explore and develop new skills
- reflect the uniqueness of each child's personality and cultural background
- be based on the developmental needs, experiences and interests of each child
- be meaningful to children and reflect the community where they live

2. Scope

This Policy applies to all Children's Services operated by Coast Services Group Limited (a wholly owned subsidiary of CCCL) and our employees. This applies to Centre based day care service and Outside school hours services.

3. Policy

We aim to create an educational environment within all our services, establishing a culture of professionalism and high quality practices through Pedagogical leadership. It involves communicating to families, other Educators and the broader community the importance of high quality learning experiences for all children and contributing to a greater understanding of the complexity and value of early childhood education.

Reflective practice, a key principle in the Framework, is extremely important in our endeavor to create such educational environments. It allows Educators to respond thoughtfully and with integrity to complex situations and challenges, enabling them to make careful and well-informed decisions and plans.

Being accountable to children, families, colleagues and communities for our choice of approaches and methods is considered paramount in our efforts to improve learning experiences and outcomes for children.

We believe that our approach reflects Vygotsky's socio-cultural theory, whereby the use of intentional teaching supports and challenges the child. Our aim is to facilitate learning in a supportive, meaningful and stimulating environment, where Educators are co-constructors of learning.

Procedures and Implementation

Children's Services and Educators will:-

1. Refer to principles and practices under the relevant approved learning framework.
2. Appoint an Educational Leader who is suitably qualified and experienced to lead the development and implementation of the educational program in the service. The appointment is to be confirmed in writing and noted on the staff member's staff record at the service.
3. Promote the importance of play and recreation in the child's life.
4. Reflect the diversity of families, and the local and wider community.
5. Provide ways for the children to engage with their community
6. Consider all developmental areas in a holistic approach
7. Consider individual and group interests, challenges, skills, talents and capabilities.
8. Provide a range of experiences for the children.
9. Be stimulating, interesting and exciting, and allow for opportunities to explore and develop new skills.
10. Make a variety of resources available to all children regardless of age or gender.
11. Foster children's independence and self help skills.
12. Foster friendships and encourage co-operative and responsible behaviour among children.
13. Provide children with opportunities for self-expression and self-direction.
14. Provide an environment, which will foster the child's self-esteem and well-being.
15. Help children develop self-discipline skills through positive example and direction.
16. Help children to appreciate and care for each other and their environment.
17. Make children feel welcome and valued in the service
18. Be adapted as required to meet the needs of children and their families.
19. Promote physical activity through planned and spontaneous experiences and ensuring that it is appropriate for each child.
20. Assist the child in their transition to other early childhood programs or to school.
21. Be inclusive of children with additional needs.
22. Develop a program which reflects the service's philosophy and is flexible to meet the needs of the children and families and allows for spontaneity and enjoyment in the service.
23. Observe children's behaviour and skills as a basis for individual program planning.
24. Evaluate programs, the curriculum and learning outcomes regularly. This evaluation will guide the development of future programs.
25. Designate responsibility for the development of a child-centred program to the Nominated Supervisor and staff members in OOSH services. Educators will complete a daily journal and include curriculum reflection/planning as part of the program which includes experiences offered, menu and follow up & evaluation of day. The written program will be displayed for children and families to see.

26. Display information about the content and operation of the educational program for the service at a place accessible to parents of children being educated and cared for by the service.
27. Ensure copies of educational programs are available for inspection at the education and care service premises.
28. The following information must be given to a child's parents when requested:
 - 28.1 The content and operation of the educational program as it relates to that child
 - 28.2 Information about that child's participation and progress in the program
 - 28.3 A copy of assessments or evaluations in relation to that child
29. For children who are preschool age and under, Educators will carry out learning assessments of their development needs, strengths and interests, experiences and participation in the educational program and document their progress against learning outcomes of the educational program.
30. For children who are over preschool age evaluations will be documented on the child's wellbeing, development and learning within the educational program.
31. Provide a Vacation Care program accessible to families prior to Vacation Care starting, indicating excursions, transportation, ratios, times, risk assessments and other relevant information.
32. Develop daily routines around regular events of the day such as arrival, departure, school drop off and collection, morning/afternoon tea and lunch, and sleep/rest times.
33. Provide a routine that is a mixture of structured and unstructured activities, and which considers the development of each child's own creative leisure skills.
34. Adapt the routine to meet the varying and changing needs of the children, and display the daily routine and program.
35. Keep records of observations, incidents, challenging behaviours, evaluations of agreed-upon strategies, and records of relevant conversations with families. Any agreements with families on how to guide their child's behaviour should be noted in writing.
36. Strengthen school readiness, social, emotional and independence skills through a wide range of activities designed to enhance a child's auditory, visual and tactile senses.
37. Families will have access to their own child's documentations via appessment
38. Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
39. Consider, reflect upon and discuss how the documentation will be used by the Educators at the service.
40. Ensure that documentation is prepared in a manner readily understandable by the Educators at the service and the parents of the child.
41. Assessment information can be used by Educators to reflect on children's learning and be used to communicate about children's learning to children and their families.
42. Ensure records on all children are kept up to date.

43. Interact with children and where appropriate, participate in activities, encouraging children to try new activities.
44. Organise special group activities for older children as part of the program according to need. They should be implemented where there are suitable numbers of older children and adequate child: staff/Educator ratios can be maintained.
45. Organise excursions as part of the program.
46. Ensure that film and video, computers and technology are planned as part of a balanced program of activities to highlight a particular activity or interest.
47. Educators will ensure all DVDs are suitable for the children's ages.
48. Parent/guardian permission is sought via our enrolment form for the Educators to display G and PG movies and shows. Where authorisation has not been consented, the service will seek permission prior to showing the content.

Other related policies and procedures

- Enrolment Policy
- Excursion Policy
- Health, Hygiene and Safe Food Policy
- Immunisation and Disease Prevention Policy
- Relationships with Children Policy
- Child Protection Policy