



# Educational Program and Practice Policy

*Quality Area 1  
Educational program  
and practice*

## POLICY STATEMENT

At East Lismore Community Preschool our educational program and practices are guided by the Early Years Learning Framework, our Preschool Philosophy, and the National Quality Standards. The educational program and practice developed by educators recognises children's agency and demonstrates a commitment to listening to and respecting children.

We value and respect children's evolving capacity, lived experiences, points of view and concerns. We are committed to supporting the inclusion and participation of every child and their family within our preschool.

Our educational program and practices value and respect Aboriginal and Torres Strait Islander cultures, identities and connections to community and country. Our educational program and practices value and respect the cultural diversity of the families that attend our service. We recognise the important role families have in children's lives and in supporting a child to identify with and make meaning of themselves and their world.

## NATIONAL QUALITY STANDARDS

### **Standard 1.1**

*Program* - The educational program enhances each child's learning and development.

#### **Element 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.

#### **Element 1.1.2**

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

#### **Element 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.

### **Standard 1.2**

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

#### **Element 1.2.1**

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

#### **Element 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.

**Element 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.

**Standard 1.3**

*Assessment and planning* - Educators and coordinators take a planned and reflective approach to implementing the program for each child.

**Element 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.

**Element 1.3.2**

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

**Element 1.3.3**

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

## AIMS

At East Lismore Community Preschool all educators engage in an ongoing cycle of planning that involves observing, gathering, and interpreting information about children underpinned by contemporary early childhood theories and perspectives.

Teachers and educators listen to children and use documentation to record children's experiences and their responses to the learning environment. Teachers and educators actively co-construct learning (that is, learning takes place as children interact with educators and other children as they work together in partnership). Educators facilitate play-based curriculum and guide and facilitate children's social interaction, thinking and communication capacities.

Teachers and educators engage in ongoing critical reflection on their practice with children to inform decisions regarding the needs of the child and the child's engagement with the learning environment and of their own interaction with children to support their play so as to better understand the individual child as a learner.

## IMPLEMENTATION – ROLES AND RESPONSIBILITIES

### The Approved Provider is responsible for:

- Ensuring that the educational program is stimulating and engaging, enhances children's learning and development, and is based on The Early years Learning Framework
- Ensuring the developmental needs, interests and experiences, and the individual differences of each child are accommodated in the educational program
- Ensuring the educational program contributes to each child:
  - developing a strong sense of identity
  - being connected with, and contributing to, his or her world
  - having a strong sense of wellbeing

- being a confident and involved learner
- being an effective communicator
- Designating a suitably qualified and experienced Educational Leader to direct the development and implementation of educational programs at the service
- Ensuring the staff record includes the name of the Educational Leader at the service
- Ensuring that the service’s philosophy guides educational program and practice
- Ensuring that assessments of the child’s developmental needs, interests, experiences, and participation in the educational program are documented
- Ensuring that assessments of the child’s progress against the outcomes of the educational program are documented
- Ensuring documentation of assessments includes reflection on the period of time the child is at the service, and how documented information will be used by educators at the service
- Ensuring documentation is written in plain language and is easy to understand by both educators and parents/guardians
- Ensuring a copy of the educational program is displayed at the service and accessible to parents/guardians
- Ensuring that parents/guardians are provided with information about the content and implementation of the educational program, their child’s participation in the program and documentation relating to assessments or evaluations of their child
- Ensuring that the development and evaluation of the educational program is done in collaboration with the Nominated Supervisor, educators, children, and families.

**The Nominated Supervisor and Educational Leader are responsible for:**

- Ensuring that the educational program is stimulating and engaging, enhances children's learning and development, and is based on The Early Years Learning Framework
- Ensuring the developmental needs, interests and experiences, and the individual differences of each child are accommodated in the educational program
- Displaying a copy of the educational program at the service in a location accessible to parents/guardians
- Ensuring that each child's learning and development is assessed as part of an ongoing cycle of planning, documentation, and evaluation
- Ensuring that there is a record of learning and development for each child, and that it is updated and maintained on an ongoing basis
- Developing and evaluating the educational program in collaboration with the Approved Provider, educators, children, and families
- Ensuring regular communication is established between the service and parents/guardians in relation to their child's learning and development.

**Teachers and Educators are responsible for:**

- Delivering an educational program that is stimulating and engaging, enhances children’s learning and development, and is based on an approved learning framework
- Considering the developmental needs, interests and experiences, and the individual differences of each child in the educational program

- Assessing and documenting each child’s needs, interests, experiences, participation, and progress in relation to the educational program in a way that is easy to understand for parents/guardians
- Making information available to parents/guardians about their child’s participation in the educational program
- Communicating regularly with parents/guardians in relation to their child’s learning and development
- Developing and evaluating the educational program in collaboration with the Approved Provider, Nominated Supervisor, children, and families.

**Families are responsible for:**

- Communicating regularly with the service in relation to their child’s learning and development
- Providing input to the development of the educational program in collaboration with the Approved Provider, Nominated Supervisor, educators, and children.

**SOURCES**

Department of Education, Employment and Workplace Relations (2011)  
Belonging, Being and Becoming: The Early years Learning Framework for Australia

**LEGISLATION**

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

**AUTHORISATION**

This policy was adopted by the Approved Provider of East Lismore Community Preschool on 11<sup>th</sup> June 2020

**REVIEW DATE**

This policy will be monitored to ensure compliance with legislative requirements  
This policy is set to be reviewed every 2 years unless required earlier due to changes in the workplace or legislative requirements.  
Next review date June 2022