

## WCS Children's Services

### PROGRAM DELIVERY – Educational Programming Policy

#### Policy statement

---

The child is central to planning in WCS Children's Services. Educators will provide a program that is varied, interesting, inclusive, instructive, enjoyable and relevant to the children participating. The relevant framework (Early Years Learning Framework, My Time Our Place) is a guide for program planning and outlines important outcomes for children, and the choice of the child is paramount within the curriculum provided by the services.

Programming is an essential part of a children's service environment. In line with Quality Area 1 'Educational Program and Practice' of the National Quality Standards every program must have a written plan of activities which is regularly developed and evaluated. These programs take into consideration children's social, physical, emotional, cognitive, recreational and creative needs. Programming not only focuses on the activities provided, but also looks at the physical environment and the daily routines. Programming allows for spontaneous activities and evaluation of these activities.

#### Strategies and practices

---

- The dignity and rights of all children are promoted through programming and practice of the curriculum. The curriculum should challenge stereotypes and encourage children to accept differences, acknowledge diversity and confront prejudices. Programming will include activities from other cultures and embrace various festivals celebrated in the community.
- Educators assess each child's learning and development as part of an ongoing cycle of observation, analysing, learning, documentation, planning, implementation and reflection.
- Activities encourage safe play, which is positive, creative, inclusive and challenging. Planned activities are child focused; taking into consideration children's specific needs and interests.
- Programming meets the needs of the target age group. Time for unstructured play is allowed in addition to the planned curriculum. Enough time is allowed and planned for in order for children to complete their activities. Some activities can be completed within a session whereas others need weeks or months.
- Active play is included in the curriculum.
- Opportunities and areas are provided for quiet play and activities.
- Intentional teaching of sustainable practices is programmed into the curriculum. Educators teach children about caring for the environment (e.g. energy efficiency, water saving), and involve them in planned experiences that develop life skills such as growing and preparing food, waste reduction and recycling.
- There are opportunities for children to explore and engage with their natural world. The service will seek to provide unhurried time for children to explore their physical

environment that includes natural features such as plants, trees, edible gardens, sand, rocks, mud and water.

- Programs are flexible to allow for spontaneity, enjoyment and the unexpected. Opportunities are provided for self-expression and creativity. Positive emphasis is placed on the process rather than the product.
- In recognition of the WCS Reconciliation Action Plan, activities which encourage respect, awareness and inclusion of Aboriginal and Torres Strait Islander cultures and community members are incorporated into the program.
- Excursions (internal or external) are offered on a regular basis to encourage links with the community. Opportunities are made available to connect and contribute to the community to enhance a sense of belonging.
- Parent/guardian participation in programming is encouraged and curriculums are available for parent/guardian comment and feedback.
- A Quality Improvement Plan (QIP) guides educators to regularly evaluate and reflect on the successes of the program, areas for improvement and determine future planning.
- Critical reflection on children's learning and development is drawn on in the development of the curriculum. Educators assess and analyse their own learning on a regular basis, using this knowledge in future planning and practice. These assessments and reflections are used as a part of an ongoing cycle of planning, documenting and evaluation.
- Risk Management Plans are completed when necessary. Educators are familiar with the procedures and risk management plans relevant to programmed activities. Risk/benefit assessments are also designed to promote the benefits of risky/challenging play.
- Technology is used strategically to promote learning in the services.

### **Rights and responsibilities of parents/guardians**

---

- To promote the dignity and rights of all children and families at the service, and treat educators with respect.
- To make comment and give feedback on curriculum and educational programming content.
- To inform the service of festivals and celebrations important to the family culture and participate in activities offered at the service.

### **Links Education and Care Services National Regulations 2011, National Quality Standard 2018**

---

Regs	55	Quality improvement plans
	73	Educational program
	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
81	Sleep and rest
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
101	Conduct of risk assessment for excursion
155	Interactions with children
156	Relationships with groups
157	Access for parents
168	Education and care services must have policies and procedures

QA	1.1.1	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	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
	1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
	1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
	1.2.3	Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.
	1.3.1	Each child's learning and development is assessed as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
	1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
	1.3.3	Families are informed about the program and their child's progress.
	2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.
	3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
	3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
	3.2.3	The service cares for the environment and supports children to become environmentally responsible.
	4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.

5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.2.1	Children are supported to collaborate, learn from and help each other.
5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
7.1.1	A statement of philosophy guides all aspects of the service's operations.
7.2.1	There is an effective self- assessment and quality improvement process in place.
7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

## Sources, further reading and useful websites

---

### Sources

- Education and Care Services National Regulations 2011, 2017
- Guide to National Quality Standard 2011
- National Quality Standard 2011, 2018
- Dr. B. Abbey and P. Maclean, NQS - the complete system of policies, procedures and forms, [www.childcarebydesign.com.au](http://www.childcarebydesign.com.au).

### Further reading

- Department of Education and Early Childhood Development (2010) *Delivering a children's program in a family day care service*  
<http://www.education.vic.gov.au/Documents/childhood/.../familydaycpro.pdf>  
Accessed 17 September 2015
- Harrison, L, Goldfeld, S, Metcalfe, E & Moore, T (2012) Closing the gap; Early learning programs that promote children's developmental and educational outcomes  
<http://www.aihw.gov.au/uploadedFiles/ClosingTheGap/Content/.../ctgc-rs15.pdf...>  
Accessed 17 September 2015

## Policy Review

---

This policy is a living document and will be monitored and reviewed as issues are identified or within 24 months. Proposed changes will be circulated and discussed by all programs and any external stakeholders for approval.

### Person Responsible for Review:

Manager, Children's Services

<b>Implementation Date:</b>	3 November 2014	<b>Review Date:</b>	March 2021
-----------------------------	-----------------	---------------------	------------

### Modification History

<b>Date</b>	<b>Sections and/or Paragraphs</b>	<b>Source</b>	<b>Details</b>
2015/08	Whole document	Educator review	Review of procedures and addition of RAP and QIP.
2016/07/13	Whole document		New format
2018/02/08	Quality Areas	Revised National Quality Standard 2018	
2018/07	Review of whole policy document		Removed Links to other policies. No other changes deemed necessary
2019/03	Policy review		Minor wording changes

Approved by Susan Henderson, Manager, Children's Services.



Date: 16 January 2017