

Policy title	1.1 Educational Program and Practice
Policy type	Management
Group	Family and Children

Rationale

Section 168 of the Education and Care Services National Law Act 2010 states that the program which is delivered to all children being educated and cared for by the service is:

- based on an approved learning framework
- delivered in a manner that accords with frameworks
- based on the developmental needs, interests and experiences of each child
- designed to take into account the individual differences of each child

Section 26B of the Children's Services Act 1996 is an educational and recreational program:

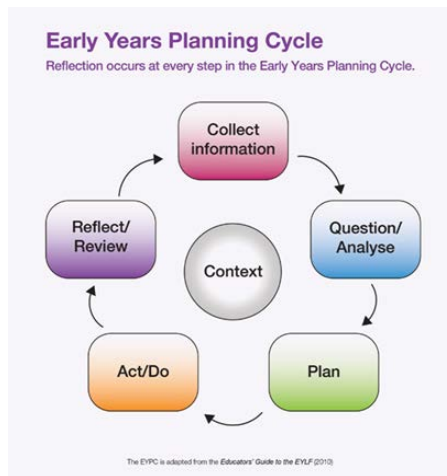
- based on the developmental needs, interests and experiences of each child
- that is designed to take into account the individual differences of those children
- that enhances each child's development

The *Early Years Learning Framework (EYLF 2009)* and *Victorian Early Years Learning and Development Framework (VEYLDF 2016)* are both underpinned by practices and principles that embody the values of early childhood pedagogy. It is critical for educators/contractors to gain a deeper understanding of the pedagogy of early childhood curriculum in a contemporary context.

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The approved national learning framework outlines that assessment is a process used by educators/contractors to gather information about what children know, understand and can do. This information is analysed by educators/contractors to plan effectively for each child's learning.

The *Early Years Planning Cycle* (EYPC) outlines the process that educators/contractors use, in partnership with families and other professionals, to collect, analyse, plan, act and reflect on evidence of learning and development.

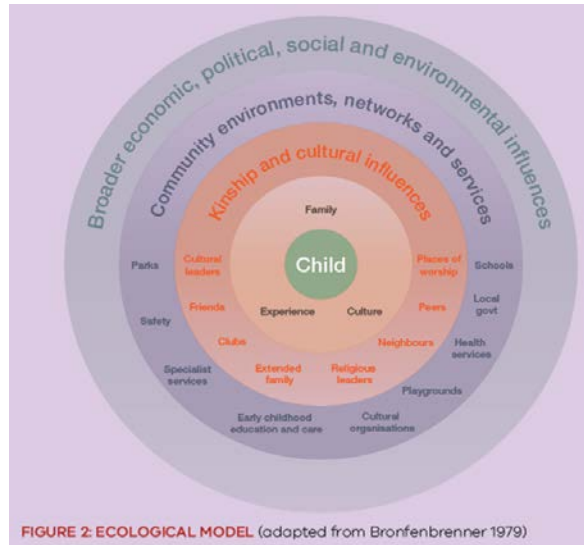


(VEYLDF 2016 page 8).

Educators/contractors may use a variety of strategies to collect, document, organise and interpret the information they gather to assess children's learning. This assessment information is also used by educators/contractors to reflect on their own values, beliefs and teaching practices, and to communicate about a child's learning with children and their families.

The ecological model underpinning the VEYLDF acknowledges the life of each child within a social, environmental, political and economic context. We acknowledge that each child is at the centre of this ecological model. Learning and development is shaped by family, culture and experience.

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(VEYLDF, 2016, page 5)

The purpose of this Policy is to ensure that educators/contractors are aware of requirements for the development of Moonee Valley City Council’s educational program and practice which includes relevant learning frameworks, documenting individual children’s learning and development, and sharing this information with families.

In Council’s Family and Children’s Services Vision statement, the following goal is identified:

‘All children in Moonee Valley have the best start in life.’

Indicator: All children arrive at school developmentally ‘on track’ as reported using The Australian Early Development Census results (AEDC 2015).

Policy statement

Moonee Valley City Council is committed to:

- each service having a designated educational leader that will be supported by the pedagogical leader. The educational leader will work with the team of educators/contractors within their service to reflect on their practice and commit to continuous improvement of program delivery

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- providing an educational program and practice that is reflective of a holistic approach to teaching and learning which includes gathering information, critical reflection analysis, planning, implementation, recording, and evaluation
- underpinning the educational program by the service's statement of philosophy, which will be informed by the EYLF, the VEYLDF as well as the guiding principles of the National Quality Standard. The statement of philosophy will be reviewed as required in collaboration with children, families and other relevant stakeholders, and current versions will be displayed at the service
- educators/contractors building effective relationships with each child to support them in achieving the learning outcomes consistent with the National Early Years Learning Framework — Belonging Being and Becoming (EYLF, 2009), and the Victorian Early Years Learning and Development Framework (VEYLDF, 2016)
- consideration of the service's community in relation to curriculum decisions on how the educational program is developed, documented and shared with children and families
- providing an integrated teaching and learning approach which ensures spontaneous learning, intentional teaching and strategies consistent with children's interests and developmental needs. This ensures that both the program and adult engagement are deliberate, purposeful and thoughtful



FIGURE 4: INTEGRATED TEACHING AND LEARNING APPROACHES

(VEYLDF, 2016, page 15)

- appointing suitably qualified and experienced educators/contractors, coordinators or other individuals to lead the development and implementation of the

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educational program in the service, to guide other educators/contractors in their planning and reflection, and to mentor colleagues in their implementation practices

Procedure	1.1 Educational Program and Practice Procedure
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Group	Family and Children

Action	Approved provider	Responsible Person or Primary Nominee	Educators/contractor	Families	Education and Care Services National Regulations 2011	Education and Care Services National Law Act 2010	Children's Services Regulations 2009 & Children's Services Act 1996
Ensure that an educational program is delivered to all children in the service, and is based on an approved learning framework in accordance with the <i>Education and Care Services National Law Act 2010</i> .	✓	✓	✓		r.73 r.74 r.75 r.76 r.177	s.168	r.28 r.40 r.41 r.93 s.26
Ensure that a statement of philosophy is developed and reviewed in collaboration with children, families and other relevant stakeholders and ensure that the principles of the philosophy are evident in everyday practice.		✓	✓	✓			
Appoint an educational leader to each service.	✓	✓			r.173		
Implement and evaluate the educational program in collaboration with children and families.		✓	✓	✓	r.74, r.75, r.76	s.168	r.28
Ensure that each child's learning and development is assessed and a record is maintained as part of an ongoing cycle of planning, documenting and evaluation.	✓	✓	✓	✓	r.74 r.177	s.168	r.28 s.26

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Each child's progress is measured against the learning outcomes of the educational program. It identifies their developmental needs, interests and participation in the program.		✓	✓	✓	r.74 r.177	s.168	r.28 s.26
Use reflective practice as an ongoing tool to inform future planning.		✓	✓				
Create a welcoming and inclusive environment where all children and families are encouraged to participate in and contribute to experiences that enhance learning and development.		✓	✓		r.74 r.75 r.76	s.168	r.28
Provide educational programs that are stimulating and engaging and enhance all children's learning and development.		✓	✓		r.73 r.177	s.168	r.28 s.26
Display information about the educational program at the service in a place that is easily accessible to children and families.		✓	✓		r.75	s.172	r.40
Contribute suggestions and ideas to the development of the educational program to ensure that it reflects the community of the service.		✓	✓	✓			
Consideration should be given to the period of time a child is educated and cared for by the service (for example, full-time or part-time attendance), how the documentation will be used by the educators/contractors, and ensuring documents will be easily understood by the parent/ guardian of the child.		✓	✓		r.74 r.76	s.168	r.28 s.26
Through regular professional learning opportunities educators/contractors gain deeper understanding of pedagogy and keep up to date with contemporary trends in early	✓	✓	✓				

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childhood.							
Develop the Quality Improvement Plan in consultation with educators/contractors, children and families to provide a sense of direction for the service. It identifies areas for improvement and development by continually reflecting on practice.		✓	✓	✓			

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Resources and useful websites

This Policy is linked to the following National Quality Standard

<http://acecqa.gov.au/national-quality-framework/the-national-quality-standard>

Belonging, Being & Becoming: The Early Years Learning Framework for Australia, 2016. Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments www.acecqa.gov.au

Early Childhood Australia www.earlychildhoodaustralia.org.au

Educators' Guide to the Early Years Learning Framework for Australia, 2016. Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments www.acecqa.gov.au

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011. Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments www.acecqa.gov.au

Guide to the National Quality Framework, ACECQA, 2014.

Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments: www.acecqa.gov.au

Victorian Early Years Learning and Development Framework, 2016.

Department of Education and Training
www.education.vic.gov.au/earlylearning/eyldf/default.htm

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