

Queanbeyan Family Day Care

Policy and Procedure Manual

Quality Area 1

Educational Program and Practice

Quality Area 1 – Educational Program and Practice

Educational Program and Practice Policy	4
Educational Program	4
Observations.....	4
Portfolios.....	4
Developmental Checklists.....	4
Routines	5
Intentional Teaching.....	5
Critical Reflection	5
Transition to Other Learning Environments.....	5
Screen Time (television, computers, gaming etc.).....	5
Learning and Planning Cycle Policy	6
Procedure – Learning and Planning Cycle	7
Children’s Learning and Development Policy.....	10

Educational Program and Practice Policy

1. OUTCOMES:

The educational program and practice is stimulating and engaging and enhances children's learning and development. It will promote the healthy growth and development of each child according to his/her own potential in all areas of development.

The development and growth of the whole child will be encouraged and stimulated in a safe and friendly home environment.

2. POLICY:

Educators registered with Queanbeyan Family Day Care are required to ensure that the educational program and practice is stimulating and engaging and enhances children's learning and development.

3. RELEVANT LEGISLATION

Education and Care Services National Regulations 2011
Education and Care Services National Law Act 2010

4. CONTENT

As part of the educational program and practice, educators registered with Queanbeyan Family Day Care are required to complete the following:

Educational Program

The National Law and National Regulations require an educator to provide a program that is based on an approved learning framework. There are two national approved learning frameworks: Belonging, Being and Becoming - The Early years Learning Framework for Australia and My Time, Our Place - Framework for School Aged Children.

Observations

An observation describes the process of watching the children, listening to them and taking note of what is seen and heard. Observations then become the foundation of the program. Observations must be completed at least once every 3 weeks. These can be done as a group observation, but more often than not, on an individual basis.

Portfolios

Portfolios provide a visual journey of each child's learning and development and should be a combined effort involving children, families, educators and staff.

The information contained in portfolios is confidential and must be kept in a safe and secure place. If photos are taken of other children in care, permission must be sought from the relevant parent enabling educators to use the photo.

Developmental Checklists

Educators are required to complete developmental checklists for each child in care (with the exception of school aged children). Checklists are compulsory and are to be completed twice a year in March and September. Checklists are available from the coordination unit.

The information contained in developmental checklists is confidential and must be kept in a safe

Educational Program and Practice Policy

and secure place.

Routines

Educators will develop consistent and predictable routines for children in care. A regular routine enables children to reduce anxiety by knowing what is coming next.

Intentional Teaching

Intentional teaching involves planning—having a goal and a means to accomplish it and requires educators to be deliberate, purposeful and thoughtful in their decisions and actions.

Critical Reflection

Involves closely examining all aspects of events and experiences from different perspectives and making judgements about what should be repeated, extended or changed.

Transition to Other Learning Environments

Educators must offer opportunities and challenges and work with the child, their families, other professionals and the broader community to ensure successful transitions between settings and that children feel secure and confident.

Screen Time (television, computers, gaming etc.)

Children under the age of two should not watch television and children older than two should have no more than two hours of screen time in a 24 hour period.

When children are watching television, DVD's or playing a game, it is essential that it has a rating of 'C' (Children) or 'G' (General Exhibition) and be age appropriate. Educators who plan excursions to the cinemas, the same rating conditions apply. Materials with ratings other than those 'stated' above must not be viewed/used.

5. PERFORMANCE INDICATORS:

- Assessment and Ratings visit rating
- The number of educators who are completing all steps in the requirements of the educational program and practices

6. KEY RESOURCES:

www.acecqa.gov.au;

www.qprc.nsw.gov.au;

www.education.gov.au/child-care-service-handbook; Guide to the National Quality Standard 2011, Staying Healthy in Childcare 5th Edition;

www.humanservices.gov.au;

www.kidsafe.com.au;

www.dec.nsw.gov.au; Education and Care Services National Regulations 2012; Education and Care Services National Law 2011

www.earlychildhoodaustralia.org.au/eylfpfp;

www.healthykids.nsw.gov.au; The Early Years Learning Framework in Practice; My Time Our Place

7. RELEVANT PROCEDURES

[Learning and Planning Cycle – Procedure](#)

Learning and Planning Cycle Policy

1. OUTCOMES:

Educators will complete a learning and planning cycle as part of their educational program and practices.

2. POLICY:

Educators registered with Queanbeyan Family Day Care must complete a learning and planning cycle when developing their fortnightly plan.

3. RELEVANT LEGISLATION

Education and Care Services National Regulations 2011
Education and Care Services National Law Act 2010

4. CONTENT

Educators registered with Queanbeyan Family Day Care as required to complete a learning and planning cycle as part of their educational program. The term “planning cycle” refers to the whole process of documenting children’s development and includes:

- Observations
- Interpretation
- Planning
- Evaluation of the planned experience

5. PERFORMANCE INDICATORS:

- Assessment and Ratings visit rating
- The number of educators who are completing all steps in the requirements of the educational program and practices

6. KEY RESOURCES:

www.acecqa.gov.au;

www.qprc.nsw.gov.au;

www.education.gov.au/child-care-service-handbook; Guide to the National Quality Standard 2011, Staying Healthy in Childcare 5th Edition;

www.humanservices.gov.au;

www.kidsafe.com.au;

www.dec.nsw.gov.au; Education and Care Services National Regulations 2012; Education and Care Services National Law 2011

7. RELEVANT PROCEDURES

[Learning and Planning Cycle – Procedure](#)

Procedure – Learning and Planning Cycle

The term “planning cycle” refers to the whole process of documenting children’s development. Educators registered with Queanbeyan Family Day Care are required to complete the following:

1. Educational Program

The National Law and National Regulations require an educator to provide a program that is:

- based on an approved learning framework
- delivered in accordance with these frameworks
- based on the developmental needs, interests and experiences of each child
- takes into account the individuality of each child.
- A planning cycle will 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

A program is based on a child's individual strengths, interests and needs and arranged so that children learn through active participation. The program, including routines, is organised in ways that maximise opportunities for each child's learning.

Educators must provide activities / experiences which are developed to stimulate and develop each child's social, physical, emotional, cognitive, language and creative potential. These experiences / activities must be age appropriate to the development of the child.

Educators are required to keep developmental records for individual children in care which include checklists/milestones and written observations. These records together with each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program and should be updated regularly. Educators must respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning.

Educators should support every child and their families to participate and be involved in the development of the program. The documentation about each child’s program and progress should be made available to families. One of the goals of high-quality care services is to engage with families about the learning and development of their child.

To enable educators to do this efficiently, educators must ensure that:

- all children are treated equitably as individuals regardless of their gender, culture, background, personal beliefs, age or ability, and will be cared for in a way which recognises and appreciates these differences
- children's learning is ongoing and each child will progress towards outcomes in different and equally meaningful ways. Learning is not always predictable and linear. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world
- children are acknowledged as competent and capable and are encouraged to do many things independently

Queanbeyan Family Day Care requires the following standards for programming to be consistently met:

- covers all developmental areas - social, emotional, language, cognitive, fine and gross motor skills, self- help skills and creative potential

Procedure – Learning and Planning Cycle

- planning from observations are incorporated
- develop a program that allows flexibility according to the changing needs and interests of the children, changes in weather or other situations that may alter routines
- ensures that individual children's interests are taken into account
- provides a balance of activities both indoors and outdoors - children need daily outdoor experiences to enhance their rapid physical development.
- is child centred and adult supported
- provide opportunities for spontaneity
- is capable of engaging the interests of the children
- provides the children with opportunities for freedom of choice
- will assist transition to other early childhood programs or school.

Educators are required to evaluate these programs which need to include each child's participation in that program. Programs will be updated at least every 3 weeks.

The program must be displayed at all times so that parents of the children are aware of the activities / experiences which are undertaken on a daily basis.

2. Observations

An observation describes the process of watching the children, listening to them and taking note of what is seen and heard. Assessment for children's learning refers to the process of gathering and analysing information as evidence about what children know, can do and understand. Educators are required to have written evidence of a planning cycle which has the elements of observing, noticing, recording, interpreting, planning and evaluating. Educators may use a variety of strategies to collect, document, organise, synthesise and interpret the information they gather to assess children's learning. Educators must search for appropriate ways to collect rich and meaningful information that depicts children's learning in context, describes their progress and identifies their strengths, skills and understandings. It is part of the ongoing cycle that includes planning, documenting and evaluating children's learning.

Observations are completed to ensure that children are provided with the best quality care and experiences that further develop children's learning. Below are some of the values of being actively involved in play, watching and listening to children:

- "If I watch the children play, I can discover their interests, strengths and needs
- By observing children, I can assess their developmental needs
- I encourage children to use their own strategies to attain their goals
- Observing children helps me gain an understanding of the 'whole' child
- When I observe the children at play, I learn a lot about their personalities."

Any documentation is only as valuable as the information it provides to support children's next stage of learning.

3. Portfolios

Portfolios provide a visual journey of each child's learning and development. Parents know their child well, they need to be able to share their views and observations with educators and become a part of the whole process of assessment for their child. A portfolio needs to show that the child is experiencing activities to enable growth in all developmental areas.

Portfolios are a method of authentic assessment involving assembling and reviewing a collection of children's artwork, records of conversations/discussions, photographs, learning stories, reflections, record of observations, as well as parent comments. For children and families, portfolios can become part of a collaborative process where all contributions are welcomed and add to the understanding of the children. Portfolios, in addition to collecting

Procedure – Learning and Planning Cycle

together a record of a child's experiences, also provide the opportunity to reflect on learning and development across time, legitimizing future goals and expectations. Portfolios are required to be current and up-to-date throughout the year as well as being accessible to families and staff upon request. These are compulsory and are to be issued to parents annually, or when a child ceases in care, whichever occurs first

4. Developmental Checklists/Milestones

Developmental checklists/milestones provide an opportunity to illustrate a child's growth in all developmental areas. From those, educators will gain a firm understanding of each child's individual developmental ability and plan accordingly to further enhance each child's learning and development.

5. Routines

Routines are important to children because they provide a chance to develop rituals that give children a sense of security and will be built around regular events of the day i.e. arrival, meal times, sleeping etc. Educators, in consultation with parents, are to establish these. Routines are to reflect the needs of individual children in care, therefore it is expected that not all children will be doing the same thing at the same time. The needs of the child will be constantly changing; routines will have to allow for flexibility. The child's developmental age, parent needs and any special needs of the child e.g. allergies, culture etc. will need to be considered.

The routine must be accessible to parents.

6. Other Types of Documentation

Educators may decide to complete documentation in other ways such as diaries, day books, learning stories etc. These are optional extras that educators may choose to do.

7. Computer Programs

Educators have the options of using computer based programming systems that are designed to manage programming for every child. However these programs must meet the elements of the learning and planning cycle as well as meeting the needs/interests/strengths of the children in care. Educators must be competent in navigating the computer program and be able to explain the system to staff and others.

8. Transition to Other Learning Environments

Educators must offer opportunities and challenges and work with the child, their families, other professionals and broader community to ensure successful transitions between settings and that children feel secure and confident. Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.

9. Screen-Time (television, computers and gaming etc.)

The use of television, computers, gaming etc. may be offered as an option but alternate activities must still be available. Most children will be exposed to screen-time at home, and for many children this will be excessive.

In the early childhood setting, any screen-based activities needs thorough consideration and should be limited.

While computers and television can be valuable for education and learning, the health benefits, skills and enjoyment that children get from being physically active cannot be compared to sitting in front of a computer or television.

Children's Learning and Development Policy

1. OUTCOMES:

Children and parents will be offered opportunities to contribute to each child's learning and development.

2. POLICY:

Educators will provide opportunities to parents and children to be involved in the educational program and practice. In this way each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.

3. RELEVANT LEGISLATION

Education and Care Services National Regulations 2011
Education and Care Services National Law Act 2010

4. CONTENT

Knowledge of individual children's strengths and capabilities guides educators' professional judgement in engaging children in a range of experiences across learning outcomes and in ways that optimise their learning.

Viewing children as an active participants and decision makers opens up possibilities for educators to move beyond preconceived expectations about what children can do and learn.

The diversity in family life means that children experience "belonging, being and becoming" in many different ways. They bring their diverse experiences, perspectives, expectations, knowledge and skills to their learning.

5. PERFORMANCE INDICATORS:

- Level of participation from parents and children in the educational program and practice
- Parental feedback

6. KEY RESOURCES:

www.acecqa.gov.au;

www.qprc.nsw.gov.au;

www.education.gov.au/child-care-service-handbook; Guide to the National Quality Standard 2011, Staying Healthy in Childcare 5th Edition;

www.humanservices.gov.au;

www.kidsafe.com.au;

www.dec.nsw.gov.au; Education and Care Services National Regulations 2012; Education and Care Services National Law 2011

7. RELEVANT PROCEDURES

[Learning and Planning Cycle – Procedure](#)