

Queanbeyan - Palerang Family Day Care

Policy and Procedure Manual

Quality Area 1

Educational Program and Practice

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Quality Area 1 – Educational Program and Practice

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Educational Program and Practice Policy

1. OUTCOMES:

The educational program and practice are 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 developmental areas.

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-Palerang Family Day Care are required to ensure that the educational program and practice is based on the approved learning frameworks Belonging, Being and Becoming (*The Early Years Learning Framework EYLF*) and the School Aged Framework (*My Time, Our Place*), alongside the Services philosophy to provide nurturing, safe and home-like environments.

3. RELEVANT LEGISLATION

[Education and Care Services National Regulations](#)
[Education and Care Services National Law](#)

[National Quality Framework](#)

4. CONTENT

As part of the educational program and practice, educators registered with Queanbeyan - Palerang Family Day Care are required to demonstrate an ongoing cycle of planning that clearly documents children's learning and participation in the educational program.

Educational Program

The National Law and National Regulations require an educator to provide a program that is based on the two approved learning frameworks:

Therefore, educators are required to have knowledge and understanding of the stated frameworks. The program foundation is based on children's current knowledge, strengths, ideas, culture, abilities, and interests, and runs in a cycle of planning, documenting, and evaluating.

The documentation about each child's participation in the program and progress must be available to families.

Information about the contents and operation of the educational program must be displayed at a place accessible to parents of the children.

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

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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](#)
[Staying Healthy 5th Edition](#)
www.humanservices.gov.au;
www.kidsafe.com.au;
www.dec.nsw.gov.au;
[Education and Care Services National Regulations](#)
[Education and Care Services National Law](#)
www.earlychildhoodaustralia.org.au/eylfplp;
www.healthykids.nsw.gov.au;
[Guide to National Quality Framework](#)
[Belonging, Being & Becoming](#)
[My Time, Our Place](#)

7. RELEVANT PROCEDURES

[Learning and Planning Cycle – Procedure](#)

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Procedure – Learning and Planning Cycle

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



The cycle of planning will have the following components:

Curriculum learning goal

Educators should have a combination of individual learning goals for children, as well as whole group learning goals from the Early Years Learning Framework, Developmental Milestones, National Quality Standards, and Community/Cultural events.

Actions/Intentional Teaching

Outline the activities, experiences, routines, resources, and conversations you will have with children to support their learning goals.

Having a goal and a means to accomplish it requires educators to be deliberate, purposeful, and thoughtful in their decisions and actions.

Essentially intentional teaching is when educators act with specific goals in mind for the children in their care and take an active role in their learning by setting up their environment and inviting

Procedure – Learning and Planning Cycle

children to share their interests and ideas.

Intentional teaching is also a way of relating to children that deepens their thinking and understanding. It embraces and builds upon their strengths, interests, ideas, and needs and opens more possibilities for growth and development.

Implementation

When, where, and how the environment will be set up? The activities and resources that will be used.

Ensuring that you are fully engaged and involved in all activities being implemented to support data collection and analysing.

Data Collection (Observations)

This can take on many different forms and a variety of observation types. For example

- ❖ Jottings
- ❖ Annotated photos
- ❖ Anecdotes
- ❖ Mind maps
- ❖ Conversations
- ❖ Artwork

Analysis

Using the information collected, reflect on the goal to identify the learning that has occurred (EYLF learning outcomes, developmental milestones, critical reflection). Closely examine all aspects of events and experiences from different perspectives and make decisions about what should be repeated, extended, or changed.

Goals should be evaluated monthly to demonstrate a clear planning cycle.

Future Plan

During this process of the planning cycle, document anything significant observed when implementing the planned activities. Reflecting on the effectiveness of planned and spontaneous experiences makes it easier to decide what to do next. Critical reflection also provides useful information about the child's learning to share with families. To critically reflect you might ask yourself the following questions

- Was the child interested in the experiences provided?
- Was the learning goal achieved?
- Did the group join in the planned activity, experience, or intentional teaching opportunity?
How?
- What would you try differently next time?
- Was there any parent feedback or input regarding this experience?
- Can I extend or further challenge?
- Were the learning outcomes met? Were they different from those originally planned for?

Once you have completed your reflection process you should be able to determine the significance of your data collection and if an extension would be beneficial to the child's development and learning journey. From this point, the planning cycle would then begin again.

Procedure – Learning and Planning Cycle

- Portfolios (optional)

Portfolios are optional and can assist in providing evidence of meeting areas of the National Quality Framework

Portfolios provide a visual journey of each child's learning and development and should be a combined effort involving children, families, educators, and staff. Portfolios should contain all the data collection written for the child and family partnerships. They can also contain physical evidence of learning such as craft, writing or completed sensory activities. Portfolios can be completed in hard copy or digitally. This should be accessible for families throughout the whole year and kept until the child terminates care or moves on to preschool/school.

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 can also provide the opportunity to reflect on learning and development across time, legitimising future goals and expectations.

- Children's Developmental Checklists (optional)

Educators have the option of using developmental checklists as documentation of a child's assessment of learning if there is not a robust planning cycle in place that includes an overall learning summary.

Developmental Checklists provide an opportunity to illustrate a child's growth in all developmental areas. Checklists are to be used to inform the educational program.

Templates are available from the coordination unit and include the 5 EYLF outcomes.

- Routines

Educators will develop consistent and predictable routines for children in care. A routine enables children to reduce anxiety by knowing what is coming next. Routines must be flexible and organised in ways that maximise opportunities for each child's learning.

- 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.

- Computer Programs / Apps

Educators have the option of using computer-based programming systems that are designed to manage to program for every child. However, these programs must meet the elements of the learning and planning cycle as well as meet the needs/interests/strengths of the children in care.

Educators must be competent in navigating the computer program/app and be able to explain the system to staff and others. Educators need to ensure that families have access to the program and private information is kept confidential. Educators using computer programs /apps must have a program on display.

Procedure – Learning and Planning Cycle

- 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. Continuity of learning and transitions for each child are supported by sharing relevant information.

- Screen Time (television, computers, 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. Screen time should be for educational purposes, music and movement, and movies.

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

It is recommended that children aged two to five years limit screen time to one hour per day. In Australia, the current recommendation is for no more than two hours of screen time per day for children, with screen time not recommended for children under two years.

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. For 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.

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 for 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

[National Quality Framework](#)

4. CONTENT

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

Viewing children as active participants and decision-makers opens 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 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](#)

[Staying Healthy 5th Edition](#)

www.humanservices.gov.au;

www.kidsafe.com.au;

www.dec.nsw.gov.au;

[National Quality Framework](#)

7. RELEVANT PROCEDURES

[Learning and Planning Cycle – Procedure](#)

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