

# Intereach Children's Services Educational Program and Practice Procedure



<b>Applies to:</b>	Intereach Family Day Care (FDC) and Intereach Out of School Hours (OOSH)				
<b>Policy</b>	NQS One: Educational Program and Practice Policy				
<b>Version</b>	2.0	<b>Date approved</b>	23/8/2022	<b>Next review date</b>	23/8/2025

## 1. Objective

Intereach Children's Services aims to contribute to the following learning outcomes for each child.

The child will:

- have a strong sense of identity;
- be connected with and contribute to their world;
- have a strong sense of wellbeing;
- be a confident and involved learner; and,
- be an effective communicator.

Educators and staff will provide a balanced program in which educators respond to children's ideas and play and use intentional teaching to scaffold and extend on each child's learning. These programs will:

- be stimulating and interesting;
- allow opportunities for children to play, explore, contribute and develop new skills;
- be appropriate to the individuality of each child;
- be based on the developmental needs, experiences and interests of each child; and,
- be meaningful to children and reflect the community where they live.

## 2. Responsibilities

It is the responsibility of the Approved Provider to:

- appoint a suitably qualified and experienced Educational Leader to support the Intereach children's services teams to develop quality educational programs and display quality behaviours and practices

It is the responsibility of the Educational Leader to:

- lead the development and implementation of educational programs in the service;
- understand their role as an intentional teacher in the context of all Children's services environments;
- undertake critical reflection around aspects of their program and practices;
- take part in professional development that supports a better understanding of the learning frameworks including, The Early Years Learning Framework (EYLF), The Victorian Early Years Learning and Development Framework (VEYLDF) and My Time Our Place (MTOPL) and also encourages reflective practices;
- support service coordinators and educators with development of quality programs which appear as part of the planning cycle. Support may be through discussions, passing on current information and literature, offering professional development, providing feedback, sourcing information, researching, etc;

- ensure that children's learning and development are guided by the learning outcomes of the approved learning frameworks;
- guide and develop educators and families' understandings about play and leisure-based learning, and the significance of the early years in the education continuum for children;
- build the knowledge, skills and professionalism of educators;
- build a culture of professional inquiry with educators, coordinators and staff members to develop professional knowledge, reflect on practice and generate new ideas;
- be familiar with the expectations of their role and responsibilities as an Educational Leader;
- undertake critical reflection around key elements of the educational program and practices about what is required of educators by National Regulations and the National Quality Standard;
- seek professional networks and current information to support the enactment of their role; and,
- participate in the children's program so as to enrich the experiences, share the enjoyment and make the most of 'teachable moments.';

### **3. Procedure**

#### **3.1. Information gathering and analysing**

- A variety of methods and tools are used to gather information about every child accessing the service and information is documented in a way that is purposeful to them and can be understood when shared with families. (Documentation could be in the form of a variety of tools – for example – child portfolios/learning journals, photos and comments, observations, learning stories, word lists, child profiles, diary entries, weekly programmes, reflection notes, floor books, concept/mind maps, etc.).
- The important role of the family is recognised when collecting information and information gathered on their child are made available to the families.
- The period of time that the child is being educated and cared for by the service is considered when preparing documentation.
- Information gathered is documented on a regular basis so that over time children's progress can be assessed and appropriate links made to the Learning Outcomes.
- Information is analysed as required by National Regulations to understand the learning that has taken place
- The Child Development Coordinator or Nominated Supervisor is consulted to identify the best methods of gathering and recording information that support the requirements of the National Regulations and National Quality Standards. For FDC, the service coordinator will also give feedback to the educator regarding their program on what they 'observed, discussed and sighted in accordance with the assessment guidelines of the National Quality Standards.

#### **3.2. Program delivery**

- A variety of meaningful experiences are provided to children in care based on the individual and group interests, challenges, skills, talents and capabilities.
- Principles and practices under the relevant approved learning frameworks are referred to when developing educational programs.
- The importance of play and recreation in the child's life is promoted.

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- Children with additional needs are included when, providing opportunities for their play and learning within the program.
- A program which reflects the service's philosophy with flexibility to meet the needs of the children are developed whereby families are allowed for spontaneity and enjoyment in the service.
- Information about the content and operation of the educational program for the service is displayed at a place accessible to parents of children being educated and cared for by the service.
- Copies of educational programs are available for inspection at the Intereach children's services centres/residence.
- The following information to a child's parents is provided when requested:
  - the content and operation of the educational program as it relates to that child;
  - information about that child's participation and progress in the program; and,
  - a copy of assessments or evaluations in relation to that child.
- Daily routines around regular events and transitions in the day such as arrival, departure, school drop off and collection, morning/afternoon tea and lunch, and sleep/rest times are developed for efficient service delivery.
- A routine that is a mixture of structured and unstructured activities which considers the development of each child's own creative skills and leisure are provided.
- School readiness, social, emotional and independence skills are strengthened through a wide range of activities designed to enhance a child's auditory, visual and tactile senses. Children are assisted in their transition to other early childhood programs or to school.
- Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting, and evaluation.
- Children are interacted with and encouraged to try new activities and where appropriate, educators and staff will participate in activities.
- Appropriate excursions and regular outings are organised as part of the program, and information is included on program documentation.
- Assessment information is used to reflect on children's learning and the information used will be provided to the children and their families.
- Children in care will only have access to G and PG rated films, videos, television shows and electronic games which are part of the educational program. Parents will be notified of the title, rating, and general description of the content of each; and,
  - other activities will be provided during the showing of a video or TV show for those not watching.

### **3.3. Documentation**

- Up to date records are maintained at all times on all children attending the service.
- For a child preschool age and under, assessments of the child's needs, interests, experiences and participation in the educational program and the assessment of the child's progress against the outcomes are documented.
- For a child over preschool age, evaluations of the child's wellbeing, development and learning are documented.

- Records of observations, incidents, challenging behaviours, evaluations of agreed-upon strategies, and records of relevant conversations with families are kept. Any agreements with families on how to guide their child's behaviour should be noted in writing.

#### **4. National Quality Framework**

<b>Element</b>	<b>Concept</b>	<b>Descriptor</b>
<b>1.1</b>	Program	The educational program enhances each child's learning and development.
<b>1.1.1</b>	Approved learning framework	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators.
<b>1.1.2</b>	Child Centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
<b>1.2</b>	Practice	Educators facilitate and extend each child's learning and development.
<b>1.2.1</b>	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
<b>1.2.2</b>	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
<b>1.2.3</b>	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
<b>1.3</b>	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
<b>1.3.1</b>	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.
<b>1.3.2</b>	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
<b>1.3.3</b>	Information for families	Families are informed about the program and their child's progress.

5. Context	
<b>5.1 Standards or other external requirements</b>	<p>Australian Children's Education and Care Quality Authority (2017). <i>National Quality Standards</i>.</p> <p>Australian Children's Education and Care Quality Authority (2017). <i>Guide to the National Quality Framework</i>.</p> <p>Early Childhood Australia (2016). <i>Code of Ethics</i>.</p> <p>Curtis, D &amp; Carter M. (2011). <i>Reflecting Children's Lives</i>.</p> <p>Department of Education, Employment and Workplace Relations for the Council of Australian Governments. (2009). <i>Belonging, Being &amp; Becoming: The Early Years Learning Framework</i>.</p> <p>Department of Education, Employment and Workplace Relations for the Council of Australian Governments. (2010). <i>My Time, Our Place: Framework for School Age Care</i>.</p> <p>Department of Education (Victoria). <i>Victorian Early Years Learning and Development Framework</i>.</p>
<b>5.2 Legislation or other requirements</b>	<p>Education and Care Services National Regulations consolidated 2017</p> <p>Education and Care Services National Law Act 2010</p>
<b>5.3 Internal Documentation</b>	<p>Enrolment form</p> <p>Educational Leader Position Description</p> <p>Child Development Profiles (twice a year)</p>

6. Document control			
Version	Date approved	Approved by	Next review date
1.0	29/10/2019	R. Phillips - Acting Senior Manager, Children and Family Services	29/10/2022
2.0	23/8/2022	M Tai – General Manager Operations	23/8/2025