JUNEE PRESCHOOL POLICIES

Educational Program and Practice Policy
Quality Area 1: Educational Program and Practice

Introduction

Junee Preschool will ensure that the developmental and educational needs of children attending the preschool will be met through a program planning process that incorporates
◁ both Australian and international early childhood research;
◁ the current Australian National Quality Framework and the Early Years Learning Framework curriculum documents;
◁ the Preschool's stated philosophy and;
◁ the Early Childhood Code of Ethics.

Goals/ What are we going to do?

◁ Foster lifelong positive dispositions towards learning e.g. a genuine curiosity to explore ideas, intrinsic motivation to learn, enjoyment of active, hands on learning and a desire to communicate one's own ideas both verbally and expressively e.g. through the creative arts, play, active exploration and problem solving.

◁Ensure that our program is holistic, inclusive, culturally sensitive and equitable.
◁Work collaboratively with children, families, the community, other professionals and our colleagues when designing and implementing learning strategies and activities.
◁ Base educational programs on children's strengths, interests and developmental needs.
◁ Encourage independent thinking and learning in the children.

Strategies/ How will it be done?

The Approved Provider will:
◁ Appoint an Educational leader to guide program and practice.
◁ Ensure the budget is sufficient to allow staff the necessary time to program and critically reflect.

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◁ Provide the opportunity and budget to allow educators to engage in regular professional development.
◁ Provide professional development days at the beginning of terms 1, 2, and 3.
◁ Encourage staff to further their qualifications.

The Nominated Supervisor will:

◁ Provide sufficient time for all staff to program and critically reflect.
◁ Ensure the appointment of an Educational Leader.
◁ Ensure regulatory requirements relating to programming are met.
◁ Ensure the Early Years Learning Framework is used to guide curriculum development.
◁ Ensure individual children's developmental records are maintained in line with regulatory guidelines.
◁ Ensure that all families have access to their child's developmental records at all times in accordance with the Confidentiality and Privacy Policy.
◁ Ensure that all children with additional needs have an Individual Learning Plan that is regularly reviewed, in accordance with funding terms and conditions.

The Educational Leader will:

◁ Guide the program and practice of the other Educators in the Preschool.
◁ Provide opportunities for discussion around pedagogy and theories of early learning.
◁ Ensure a cyclic model of planning and programming will be used, based on critical reflection.
◁ Develop goals with the educators in each room to extend their practice.
◁ Develop educational program and practice goals for the Preschool as a whole.
◁ Assist educators to critically reflect on their practice, and support them to set goals in their professional development.
◁ Ensure that parents/families are actively involved in the program, and that the lines of communication regarding the program and children's development remain open between educators and families.
◁ Use different methods to communicate with families to ensure the engagement of all.
◁ Look at different ways of documenting children's learning, and through critical reflection with the educators, find the ways that are most appropriate for the setting.

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The Educators will:

◁ Develop secure relationships with the children, to enable educators to get to know and understand the child, their strengths, understandings, interests, stage of development, and family life.

◁ Use the Early Years Learning Framework as a basis of curriculum development.

◁ In planning activities and the set up of the environment, use a cycle of:

» observing

» documenting

» reflecting

» questioning

» planning

» implementing

◁ Engage in daily critical reflection with other team members in their room. These reflections should embrace every aspect of each child, the environment, strategies used, intentional teaching, planned and spontaneous experiences, and communications and relationships with families. These reflections will be documented in the reflection journal, individual child reflections and program evaluation.

◁ Document observations of each child, and share these with the other educators in the room, and families. These observations and the subsequent reflections on them, will result in the planning of experiences to support the child's learning and development.

◁ Regularly communicate with families to enable families to be partners with educators in their child's learning.

◁ Ensure all experiences planned are accessible to, and inclusive of all children.

◁ Ensure culturally sensitive practice.

◁ Provide children with opportunities for engagement with large groups, small groups, and individual play.

◁ Keep routines flexible to enable children time for deep involvement in experiences, and to ensure the routine is responsive to the children's needs.

◁ Enable children's voices to be heard, in relation to what they understand, question, or would like to do.

◁ Promote each child's agency, enabling them to make decisions and direct their own learning.

◁ Engage in professional development to extend on skills and understanding.

◁ Ensure their practice is current through professional reading and discussions of theoretical ideas with colleagues.

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USEFUL RESOURCES

◁ Early Years Learning Framework - http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf
◁ Early Childhood Australia Code of Ethics - http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2016/07/ECA-COE-Brochure-2016.pdf
◁ CELA - Rattler journal (available in staff room)
◁ ECA - Every Child journal (available in staff room)
◁ Center on the Developing Child - https://developingchild.harvard.edu
◁ ECA Learning Hub - http://learninghub.earlychildhoodaustralia.org.au
◁ Gowrie Education Hub - https://gowriensw.com.au
◁ CELA Learning and Development - https://www.cela.org.au/learning-and-development/

Monitoring, Evaluation and Review
This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years.
Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.
In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.