

## POLICY AIM

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To ensure every aspect of each program for every age-level, encompasses developmental, exploratory, experiential, and fun experiences that help the children grow physically, emotionally, intellectually, and socially.

## RATIONALE

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We recognise that each child is an individual in learning, growing and communicating, and believe that this needs to be reflected by our planning cycle. Research accentuates that quality educational programs significantly influence children's development in all areas. We have the opportunity to provide a supportive learning environment and program, gaining inspiration from the children and families. Thoughtfully planned experiences and environments encourage the children to feel a sense of control over their actions, be curious and investigate, and explore their understanding of themselves, others, and the world around them.

## SCOPE - WHO IS AFFECTED BY THIS POLICY?

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- Educators
- Children
- Families
- Community
- Students & volunteers

## NATIONAL QUALITY STANDARD

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### AREA 1 - EDUCATIONAL PROGRAM AND PRACTICE

- Standard 1.1 (Program) - *The educational program enhances each child's learning and development.*
- Element 1.1.1 (Approved learning framework) - *Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.*
- Element 1.1.2 (Child-centred) *Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.*
- Element 1.1.3 Program learning opportunities *All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.*
- Standard 1.2 (Practice) - *Educators facilitate and extend each child's learning and development.*
- Element 1.2.1 (Intentional teaching) - *Educators are deliberate, purposeful, and thoughtful in their decisions and actions.*
- Element 1.2.2 (Responsive teaching and scaffolding) - *Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.*
- Element 1.2.3 (Child directed learning) - *Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.*
- Standard 1.3 (Assessment and planning) - *Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.*
- Element 1.3.1 (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.*
- Element 1.3.2 (Critical reflection) - *Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.*
- Element 1.3.3 (Information for families) - *Families are informed about the program and their child's progress.*

## RELATED POLICIES & LEGISLATION

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### RELATED SWEETPEAS POLICIES:

- Additional Needs Policy
- Anti-Bias and Inclusion Policy
- Enrolment and Orientation Policy
- Family Involvement Policy
- Interactions and Relationships with Children Policy

- Social Media Policy
- Sweetpeas Philosophy
- Sustainability Policy
- Transition to School Policy

## RELATED EDUCATION AND CARE SERVICES NATIONAL REGULATIONS:

- Regulation 73 Educational programs
- Regulation 74 Documenting of child assessments or evaluations for delivery of educational program
- Regulation 75 Information about educational program to be kept available
- Regulation 76 Information about educational program to be given to parents
- Regulation 118 Educational leader
- Regulation 148 Educational leader
- Regulation 168 Education and care service must have policies and procedures
- Regulation 254 Declared approved learning frameworks

## TERMINOLOGY

- **Early Years Learning Framework** - The approved learning framework under the NQF for young children from birth to five years of age.
- **HubHello** - our approved provider software that includes *Educate* our software for creating and sharing intentional teaching programs, learning cycles and child observations

## GLOSSARY OF ABBREVIATIONS

- **EYLF** - Early Years Learning Framework
- **FMS** - Fundamental Movement Skills
- **NQF** - National Quality Framework
- **NQS** - National Quality Standard

## IMPLEMENTATION & STRATEGIES

The Approved Provider/Nominated Supervisor of **Sweetpeas Kindergarten** will develop policies for the development and education of all children attending. This will be done both through this policy and individual policies associated with development and education.

Educators are assigned to focus groups and are required to observe and plan for these children as per the planning cycle recommended in the *Educator's Guide to the Early Years Learning Framework*.



## WEEKLY FOCUS GROUP PROGRAMS:

- Weekly programs are carefully planned, and spontaneous experiences are added, so that all children can feel safe and secure while participating in a diverse range of learning experiences.
- The programs reflect the individual needs of the children who attend Sweetpeas with all activities balancing high quality supervision, care, education and play. Also incorporated into the programs are the children's individual schedules (eating, sleeping, playtime) and experiences that foster skills and maintain the individuality of each child's routine.
- The routine and programs are flexible and can change at any time due to children's ideas, interests and needs.
- Children's voices, ideas and opinions are a large focus for programming.
- Educators may observe all children but record individual documentation on each child.
  - Observations are turned into objectives which foster growth and development in each child.
  - Observations are monitored by the Director via the *Hubworks/Educate* software.
- Educators develop their focus group programs:
  - Based on individual needs, either through observing the child or through discussions with families.
  - Based on family suggestions from suggestion box.
  - Through spontaneous experiences that occur throughout the day or child requests throughout the day.
  - Including intentional teaching, using social issues for children in early childhood such as hygiene, road safety, healthy eating or anti-bias and diversity in the community.
- Staff develop group objectives based on group needs and children's interests.
- Each group's program is entered on *Educate* and evaluated. Once approved by the Director, programs are published for families to view. Programs may also be printed and displayed in the room for families to view.
- Families are encouraged to contribute to the program at any time.
- Educators evaluate their program daily. Children may evaluate the program verbally and educators will write this down.
- Children are observed and assessments of learning are completed at the end of the year.
- Educators are allocated weekly programming time to catch up on evaluations, evaluate programs and observations and plan follow up experiences.

## INTENTIONAL TEACHING GROUP TIMES:

Educators may also lead additional intentional teaching groups (small or large) throughout the day. These may be focus on (but not limited to):

- Music and movement
- Language and literacy
- Art and craft
- STEM skills
- Fundamental Movement Skills

## PROGRAM BOOK:

- A daily diary reflecting each day's experiences is displayed for parents and families to view.
- This program book includes:
  - The topics of that day's intentional teaching group times
  - Books read throughout the day
  - Songs listened to or sung through the day
  - Art/craft/cooking experiences
  - Spontaneous experiences
  - Outdoor equipment utilised
  - Daily educator reflections
- Educators may add to this diary at any time through the day or add ideas in advance.
- One educator is allocated to complete the reflection portion of the diary each day at rest time.
- Critical reflection is also done after these stages by educators, typically at staff meetings

## OVERALL GOALS:

- Specifically, Sweetpeas programming seeks to develop the children in the following areas:

- **Social Growth** - to develop acceptable behaviour patterns, self-esteem, self-confidence and an appropriate level of independence. Activities are designed to encourage social growth, include, sharing, cooperative play, team games, taking turns and consideration of others.
- **Physical Growth** - to achieve and develop a variety of skills and coordination, using both small and large muscles. Activities that encourage physical development include, threading, painting, drawing, constructing, throwing, catching, climbing, sliding and crawling.
- **Intellectual Growth** - to develop cognitive thinking processes, problem-solving, and decision making. This includes learning and developing skills such as classifying, matching, sequencing, reasoning, recalling, predicting, questioning, and answering.
- **Emotional Growth** - to develop the ability to make positive choices, recognise and value own strengths and talents, and learn about responsibility, leadership and self-worth. This includes activities to encourage positive peer relationships and social interactions.

## APPROVED LEARNING FRAMEWORK

Sweetpeas educators use the *National Quality Framework* and the *Early Years Learning Framework V2.0* to ensure we are embedding the five national learning outcomes:

1. Children have a strong sense of identity
2. Children are connected with and contribute to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective communicators

### EYLF Principles

The following are eight Principles that reflect contemporary theories and research evidence concerning children's learning and early childhood pedagogy:

1. Secure, respectful and reciprocal relationships
2. Partnerships
3. Respect for diversity
4. Aboriginal and Torres Strait Islander perspectives
5. Equity, inclusion and high expectations
6. Sustainability
7. Critical reflection and ongoing professional learning
8. Collaborative leadership and teamwork

### EYLF Practice

The principles of early childhood pedagogy underpin practice. Educators draw on a rich repertoire of pedagogical practices to inform curriculum for children's learning, development and wellbeing by:

- adopting holistic approaches,
- being responsive to children,
- planning and implementing play-based learning with intentionality,
- creating physical, temporal, intellectual, social and emotional environments,
- valuing the cultural and social contexts of children and their families,
- providing for continuity in experiences and enabling effective transitions,
- analysing, assessing, monitoring and evaluating children's learning, development and wellbeing in ways to understand, acknowledge and document children's progress and their achievement of Learning Outcomes.

## OTHER RESOURCES

Physical activity is embedded in both indoor and outdoor experiences. This segment of the program is aimed at promoting:

1. Awareness of the benefits of physical activity using the government initiative "Munch & Move"
2. Development of fine and gross motor skills, with the assistance of Fundamental Movement Skills (FMS)
3. Development of game skills and fair play
4. Development of foot/leg and hand/eye coordination
5. Emphasis on and involvement in teamwork and working cooperatively in groups.

## ADDITIONAL INFORMATION:

- Images of set-ups, details of upcoming events, the week’s intentional teaching focus and preschool focuses are routinely shared:
  - in the centre’s Daybook post,
  - in the program book,
  - via *Hubworks* communication,
  - via published information on *Educate*,
  - on the Sweetpeas Facebook and Instagram pages for parents to view when convenient (see *Social Media Policy*).
- Educators also assist children in a children QIP to involve them in decision-making and environment set-up to capture their voices and input into programmed activities.
- Educate and HubHello software act as a digital portfolio for families. Families are able to download their children’s photos, observations, learning programs and any other published information at any time throughout the year.
- The Nominated Supervisor at Sweetpeas welcomes the opportunity to formally discuss a child’s development and programs of the centre at any time convenient to themselves and the respective parent/guardian together with the child’s focus teacher.

## REFERENCES

- Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2015). Programming and planning in early childhood settings (6th ed.).
- Australian Children’s Education & Care Quality Authority - <http://acecqa.gov.au/>
- Belonging, Being & Becoming: The Early Years Learning Framework for Australia V2.0 (2022)
- Early Childhood Australia’s Code of Ethics (2016)
- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- Fundamental Movement Skills - <https://www.wslhd.health.nsw.gov.au/Healthy-Children/Our-Programs/Munch-Move/Fundamental-Movement-Skills>
- Munch & Move NSW Health initiative - <https://healthykids.nsw.gov.au/>
- National Quality Standard (revised) - <https://www.acecqa.gov.au/nqf/national-quality-standard>
- Sweetpeas Philosophy
- The Educators’ Guide to the Early Years Learning Framework

## REVIEW AND AMENDMENTS

This policy will be updated regularly to ensure compliance with all relevant legal requirements. Appropriate consultation of all stakeholders (including staff and families) will be conducted on a timely basis. In accordance with *Regulation 172* of the National Regulations, families of children enrolled will be notified at least 14 days and their input considered prior to any amendment of policies and procedures that have any impact on their children or family.

Version	Amendment(s)	Review Date	Updated By
1.	<ul style="list-style-type: none"> <li>• Updated to reflect new Sweetpeas owners/director</li> </ul>	May 2017	Cassandra Way (Educator/Admin) Janine Evans (Director)
1.1.	<ul style="list-style-type: none"> <li>• Updated to reflect changes to NQS</li> </ul>	May 2018	Cassandra Way (Educator/Admin) Janine Evans (Director)
1.2.	<ul style="list-style-type: none"> <li>• No changes required</li> </ul>	May 2019	Janine Evans (Director)
1.3.	<ul style="list-style-type: none"> <li>• No changes required</li> </ul>	May 2020	Janine Evans (Director)

Version	Amendment(s)	Review Date	Updated By
2.	<ul style="list-style-type: none"> <li>Policy update to reflect children's QIP and changes made through the ACECQA quality improvement program the service undertook.</li> <li>Added our philosophy connected and underpinning our day.</li> <li>Added children voices are a main source of programming.</li> <li>Added assessment of learning.</li> <li>Added critical reflection.</li> </ul>	May 2021	Janine Evans (Director)
2.1.	<ul style="list-style-type: none"> <li>Cosmetic changes for new formatting template and colours</li> </ul>	August 2022	Cassandra Way (Assistant Manager) Janine Evans (Managing Director)
3.	<ul style="list-style-type: none"> <li>Updated educator expectations to reflect current practice</li> <li>Updated a few practices to reflect continued transition to digital records</li> <li>Added Munch &amp; Move + FMS references</li> </ul>	September 2022	Nadine Payne (Educator - St Clair) Cassandra Way (Assistant Manager) Janine Evans (Managing Director)
3.1.	<ul style="list-style-type: none"> <li>Updated with reference to new EYLF 2.0</li> <li>Added EYLF Principles and Practices</li> <li>Added Social Media Policy to related policies</li> <li>Checked all hotlinks</li> <li>Fixed Version numbering (Sept 22 version was 2.2, changed to 3)</li> </ul>	March 2024	Cassandra Way (Assistant Manager)