

EDUCATIONAL PROGRAM AND PRACTICE PROCEDURE

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.

This procedure provides detailed steps for educators to follow when documenting and guiding children's learning and development through planned pedagogical practices in all aspects of the Educational Program

Education and Care Services National Law or Regulations (R. 73, 74, 75, 76, 118, 148, 168 and 254) NQS QA 1: Element 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2 and 1.3.3 Programming practices and procedures

Related Policy: Educational Program Policy

EDUCATIONAL PROGRAM PROCEDURE		
1	The Approved Provider/ Nominated supervisor will ensure an Educational leader has been appointed for the Service who will oversee all aspects of the Educational Program	
2	Educators will work with the Educational Leader to ensure the Educational Program is aligned to all or specific EYLF Outcomes, Practices and Principles	
3	Educators will work with the Educational Leader to ensure the educational program and Learning Story, observation or the learning document is displayed and provision for parent feedback is provided (Newsletter, fact sheet, communication book or daily journal)	
4	Educators for each room are to receive at least two hours of non-contact time per week to plan their program and complete observations	
5	Educators will ensure relevant Observations and Evaluations / Analysis of Learning are completed for each child on a regular basis	
6	Educators will ensure the Educational Program will be guided by observations on children that have been reflected on and then extended upon as per the planning cycle outlined in the approved learning framework . This includes observation, analysing learning, documentation, planning, implementation and reflection.	
7	Educators will ensure Learning Stories, Observations or Evidence of learning documents are: <ul style="list-style-type: none"> • following a designated plan or journey • evolving based on child response, interests and input • evolving based on family response and input 	
8	Educators will ensure an assessment of children's learning documents each child's developmental needs, interests, experiences, and participation within the Educational program	

9	Educators will ensure assessment of children's developmental progress is documented against the learning outcomes of the approved learning framework, establishing further learning goals	
10	Educators from each group work will together with the Educational Leader to produce an interest based, child serviced program. This program will be evaluated and extended upon daily, then critically reflected upon weekly.	
11	Educators will respect the child's rights to choose not to participate at times and provide them with another activity or experience	
12	Educators are to provide children with a range of choice of activities and children are encouraged to be responsible for packing away these activities when they are finished with a particular project. We wish to instil in children a sense of care and respect for their equipment and environment.	
13	Educators will conduct smooth un-regimented transitions between activities. Transitions are to be integrated into the program as learning opportunities	
14	Educators will ensure the children have direct input and that their ideas, interests and curiosity are incorporated into the program	
15	Educators will incorporate routine tasks into the program as a means of furthering children learning self-help and social skills	
16	Educators will ensure children's wellbeing, development and learning within the Educational Program is evaluated and reflected upon continuously by educators	
17	Educators will ensure evidence and documentation of child/children's input, participation within the program, activities and conversations will be submitted to individual portfolios	
18	Educators will ensure Portfolios / Digital files will provide an accurate record of each child's learning and development as well as special moments captured during their time spent at the Service	
19	Educators will ensure Portfolios / Digital files will be given to families at the end of the year/term/month to review and discuss.	