



Maldon Neighbourhood Centre Occasional Childcare

## Educational Program Policy

### RATIONALE

The Educational Program refers to the program implemented to meet the educational and developmental needs of the children being cared for. It also incorporates the health, safety and wellbeing of the children being educated and cared for. The Educational Program must meet the requirements of the Children's Services Act 1996 and The Children's Services Regulations 2020. The Educational Program is required to use an approved learning framework. The Maldon Neighbourhood Centre Educational Program is underpinned by the *Belonging, Being and Becoming: The Early Years Framework for Australia* (EYLF) for children from birth to 5 years with reference to the *Victorian Early Years Learning and Development Framework* (VEYLDF) for children from birth to 8 years. The Educational Program refers to all opportunities, both planned and unplanned, that children experience throughout the day.

### AIM

Maldon Neighbourhood Centre Occasional Childcare services educational program will meet the educational and developmental needs of the children being cared for as well as incorporating the health, safety and wellbeing of children attending the service.

### POLICY

At Maldon Neighbourhood Centre Occasional Childcare service, educators will focus on delivering **Outcomes** for each child based on the children's needs, interests and experiences. Educators will plan and implement indoor and outdoor activities designed to meet the varying developmental needs of the children within the group. Educators will consider **Practice Principles** when planning for, implementing and documenting the Educational Program.

The Educational Program includes:

- A range of play and learning experiences that support a wide variety of learning and developmental needs
- The physical environment
- Organisation of space and time
- Group participation
- Independent learning experiences
- Routines
- Promoting independence and agency
- Educators practice
- Warm, welcoming and respectful relationships
- Respecting individual attitudes and dispositions
- Fun

Policy Reference Number: POL2016007

Date of endorsement: 4 August 2016

Date last reviewed: 26 October 2021

Date for next review: 26 October 2024



The Educational Program should incorporate one or more of the following **Outcomes** (as taken from the EYLF and VEYLDF) each session:

- Outcome 1: Children have a strong sense of identity
- Outcome 2: Children are connected with and contribute to their world
- Outcome 3: Children have a strong sense of wellbeing
- Outcome 4: Children are Confident and Involved Learners
- Outcome 5: Children are effective communicators

The Educational Program should consider **Practice Principles** as taken from the VEYLDF:

- Reflective practice
- Partnerships with families
- High expectations for every child
- Respectful relationships and responsive engagement
- Equity and diversity
- Assessment for learning and development
- Integrated teaching and learning approaches
- Partnerships with professionals

The Educational Program must (as taken from the Children's Services Act and Regulations):

- Enhance children's developmental outcomes
- Be planned and documented using an approved learning framework
- Be delivered in a manner that accords with the approved learning framework
- Be based on the developmental needs, interests, experiences and participation of each child
- Be designed to take into account the individual differences of each child
- Promote consistency in the standard of service delivery
- Assess each child's progress against the outcomes of the Educational Program
- Consider the period of time each child is being cared for by the service
- Consider how documentation will be used by the educators at the service
- Be documented in a way that is readily understandable by the educators at the service and the parents of each child
- Be available, on display and accessible to parents of children being educated and cared for at the service

### **References:**

*Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF) for children from birth to 5 years*

*Children's Services Act 1996, Authorised Version No. 036, 1 February 2021*

*Children's Services Regulations 2020, Authorised Version S.R. No. 32/2020*

*Planning and Delivering a Program in a Children's Service; A guide for services operating under the Children's Services Act 1996 and the Children's Services Regulations 2020 (Department of Education and Training June 2021)*

*The Victorian Early Years Learning and Development Framework (VEYLDF) for children from birth to 8 years*