

POLICY AND PROCEDURE

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POLICY NAME	Educational program and practice (Quality Area One)
POLICY TYPE	Childrens Services
PURPOSE	<p>At Northside Community Services, the Early Years Learning Framework (EYLF) informs and underpins the educational program and pedagogical practice in Early Childhood Centres. Educators plan for practices, experiences and active learning environments that support children's life-long learning.</p> <p>The educational program is developed through:</p> <ul style="list-style-type: none">· Educator's analysis of children's learning and their progression towards the five Learning Outcomes of the EYLF;· meaningful participation of children in their own learning;· strong and respectful partnerships with families; and· Meaningful engagement with the local and wider community, particularly the Ngunnawal people. <p>Planned programs for children's learning are enacted by educators in ways that are consistent with the Principles of the EYLF, and are specifically based on developing respectful relationships that uphold the rights and dignity of all children at all times.</p>
SCOPE	<p>This policy relates to Quality Area One and Five of the National Quality Standard.</p> <p>Northside Community Service acknowledges the inter-connectedness between educational programs, its translation into practice and relationships with children.</p> <p>The enactment of this policy is the responsibility of the Centre Director (Nominated Supervisor), Educational Leader, Team Leaders and Educators in Northside's Early Childhood Centres.</p>
DEFINITIONS	<p>Northside: Northside Community Service, including all Services operated by both Community Services and Children's Services business units.</p> <p>Staff member: Any person, paid or unpaid, engaging in work or representing the interests of Northside Community Service.</p> <p>Learning: a natural process of exploration that children engage in from birth as they expand their intellectual, physical, social, emotional and creative capacities. Early learning is closely linked to early development.</p>

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	<p>Educators: early childhood practitioners who work directly with children in early childhood settings</p> <p>Active learning environment: an active learning environment is one in which children are encouraged to explore and interact with the environment to make (or construct) meaning and knowledge through their experiences, social interactions and negotiations with others. In an active learning environment, educators play a crucial role of encouraging children to discover deeper meanings and make connections among ideas and between concepts, processes and representations. This requires Educators to be engaged with children's emotions and thinking (adapted from South Australian Curriculum Standards and Accountability (SACSA) Framework, General Introduction, pp10 & 11)</p> <p>Pedagogy: early childhood Educators' professional practice, especially those aspects that involve building and nurturing relationships, curriculum decision-making, teaching and learning.</p> <p>Critical reflection: reflective practices that focus on implications for equity and social justice.</p> <p>Agency: Expecting to make choices and decisions, to influence events and to have an impact on one's world through meaningful and valued participation.</p>
<p>POLICY</p>	<p>This policy is to ensure that at all times;</p> <ul style="list-style-type: none"> · Curriculum decision making contributes to each child's learning and development outcomes in relation to each of the five Learning Outcomes of the Early Years Learning Framework; · Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program; · The program, including routines, is organised in ways that maximise opportunities for each child's learning; · The documentation about each child's program and progress is available to families; · Every child is supported to participate in the program; · Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world; · Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation; · Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning; and · Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.
<p>PROCEDURE</p>	<ul style="list-style-type: none"> · The Centre Director (Nominated Supervisor) is to ensure that all staff members at their respective Centres have read and signed this policy at the commencement of their employment · The Centre Director is to ensure that each centre staff member has read and understand their individual responsibilities outlined in Quality Area One (National Quality Standard).

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- The Centre Director is to ensure that each staff member has read, understands and signed off on Northside's process for raising grievances and complaints, including the Whistleblowing Policy (to be drafted).

RELATED DOCUMENTS & ATTACHMENTS

Northside Community Service policies:

Position Statement on Preschool Education
Statement of Intent on Early Childhood Education
Code of Conduct Policy
Child Protection Policy
Relevant Northside curriculum documents

Additional documents:

The National Quality Framework, Including National Care and Education Law and The Early Years Learning Framework
The United Nations Convention on The Rights of the Child
ACT Children and Young People ACT
ECA Code of Ethics and Statement of Intent

