

# EDUCATIONAL PROGRAM AND PRACTICE POLICY



*Play, laugh...  
...learn, grow!*

## **BEST PRACTICE – QUALITY AREA**

### **Purpose**

This policy will provide guidelines to ensure that the educational program (curriculum) and practice at Goulburn Region Preschool Association Inc is:

- based on an approved learning framework
- planned by qualified staff
- incorporating the developmental needs, interests and experiences of children at the centre
- underpinned by critical reflection and careful planning
- stimulating, engaging and enhances children's learning and development.

## **POLICY STATEMENT**

### **1. VALUES**

Goulburn Region Preschool Association Inc is committed to:

- high quality programs reflective of National Quality Standards
- providing an educational program that is based on reflective practice, critical analysis and planning.
- high expectations for every child
- supporting each child to participate in the programs provided
- supporting each child to achieve learning outcomes consistent with the national *Early Years Learning Framework* and/or the *Victorian Early Years Learning and Development Framework* (refer to *Sources*)
- providing an educational program where children can learn through play and are supported to make decisions, problem-solve and build relationships with others.
- creating an environment that supports, reflects and promotes equitable and inclusive behaviours and practices.
- involving families in the development and review of educational program and practice.

### **2. SCOPE**

This policy applies to the Approved Provider, Nominated Supervisor/s, educators, staff, students on placement, volunteers, parents/guardians and all adults involved in the programs and activities of Goulburn Region Preschool Association Inc.

### 3. PROCEDURES

#### **The Approved Provider is responsible for:**

- ensuring that all staff and volunteers have access to this policy and have a clear understanding of the procedures and practices outlined within
- ensuring that all children being educated and cared for are protected from harm and any hazard likely to cause injury (National Law: Section 167)
- ensuring that the educational program is stimulating and engaging, enhances children's learning and development, and is based on an approved learning framework (refer to *Definitions*) (Section 168)
- ensuring the developmental needs, interests and experiences, and the individual differences of each child are accommodated in the educational program (Section 168) (refer to *Inclusion and Equity Policy*)
- designating a suitably qualified and experienced Educational Leader to direct the development and implementation of educational programs at the centre (Regulation 118)
- ensuring the staff record includes the name of the Educational Leader at the centre (Regulation 148)
- ensuring that the centre's philosophy guides educational program and practice
- ensuring that assessments of the child's developmental needs, interests, experiences and participation in the educational program are documented (Regulation 74(1)(a)(i))
- ensuring that assessments of the child's progress against the outcomes of the educational program are documented (Regulation 74(1)(a)(ii))
- ensuring documentation of assessments includes reflection on the period of time the child is at the centre, and how documented information will be used by educators at the centre (Regulation 74(2)(a)(i) & (ii))
- ensuring documentation is written in plain language and is easy to understand by both educators and parents/guardians (Regulation 74(2)(b))
- ensuring a copy of the educational program is accessible to parents/guardians (Regulation 75)
- ensuring that parents/guardians are provided with information about the content and implementation of the educational program, their child's participation in the program and documentation relating to assessments or evaluations of their child (Regulation 76)
- developing and evaluating the educational program in collaboration with the Nominated Supervisor, educators, children and families.

#### **All Early Childhood Staff are responsible for:**

- providing play-based programs that ensures that every child experiences success in their learning and development
- providing programs that are responsive to each child and build on their strengths and interests
- providing programs that support a range of opportunities for learning and physical activity, both indoors and outdoors
- ensuring the developmental needs, interests and experiences, and the individual differences of each child are accommodated in the educational program (Section 168) (refer to *Inclusion and Equity Policy*)
- ensuring that the program is available in the centre with additional information being provided to parents through staff/parent interaction (such as verbal discussion, parent involvement in activities), newsletters, notices and reports made to parent committees

- providing opportunity for all staff, children, families and the community to contribute to the program provided for the children.
- developing and evaluating the educational program in collaboration with the Approved Provider, educators, children and families
- ensuring that the program reflects the centre philosophy
- evaluating the program as part of an ongoing cycle of observing, planning, implementing, reflecting, and evaluating to aid future planning.
- ensuring that there is a record of learning and development for each child, and that it is assessed as part of an ongoing cycle of planning, documentation and evaluation.
- ensuring that information from these individual records is treated within the guidelines of the *Confidentiality Policy*
- ensuring regular communication is established between the centre and parents/guardians in relation to their child's learning and development.
- ensuring that the educational program is stimulating and engaging, enhances children's learning and development, and is based on an approved learning framework (refer to *Definitions*)  
(Section 168)

**Parents/guardians are responsible for:**

- understanding that programs reflect the centre philosophy, the National Quality Standards and the relevant approved learning framework for the program their child is enrolled in.
- communicating regularly with the centre in relation to their child's learning and development
- providing input to the development of the educational program in collaboration with the Approved Provider, Nominated Supervisor, educators and children.

Volunteers and students, while at the centre, are responsible for following this policy and its procedures.

**EVALUATION**

To assess whether the values and purposes of the policy have been achieved, the Approved Provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints, and incidents in relation to this policy.
- keep the policy up to date with current legislation, research, policy, and best practice.
- revise the policy and procedures as part of the GRPSA policy review cycle, or as required
- notify parents/guardians at least 14 days before making any changes to this policy or its procedures.

**AUTHORISATION**

This policy was adopted by the Approved Provider of Goulburn Region Preschool Association Inc on 15<sup>th</sup> May 2016.

Reviewed and Approved: August 2020

**Review date:** August 2023