

Research accentuates that quality programs significantly influences children's growth and development. We have the opportunity to construct a supportive learning environment and program, with inspirations from the children and families. This contribution can encourage the children to feel a sense of control over their actions, interactions, to explore, be curious and test out their understanding of themselves others and the world around them.

We aim to enhance children's learning and development through the pedagogical practices of educators and families in a positive learning environment which is promoted across the five learning outcomes from Early Years Learning Framework. Educators will gather and interpret information about children as individuals to inform the preparation of the environment and implement experiences that are engaging and meaningful, supporting children's holistic development.

The educators at Brunswick crèche are committed to the National Quality Framework for Early Childhood Care and Education. The Early Years Learning Framework describes the principles, practice and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school. The Framework has a strong emphasis on play-based learning as play is the best vehicle for young children's learning providing the most appropriate stimulus for brain development. The Framework also recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

Educators aim to create positive learning environments and guide experiences for each child in conjunction with their family. Educators will observe children and facilitate their learning to provide each child with an individualised Educational Record by documenting their learning throughout the year. Children and their families will be encouraged to participate in the ongoing process to promote engaged learning.

National Quality Framework

The Guide to the National Quality Framework states that, 'Planning involves observing, gathering and interpreting information about children to inform the preparation of environments and experiences that engage them and are meaningful for them. It also involves reflecting on and documenting children's experiences and learning' (p. 22).

Under the National Law and National Regulations, approved centers are required to base their educational program on an approved learning framework. The program should focus on addressing the developmental needs, interests and experiences of each child, while taking into account the individual differences of each child.

There are two nationally approved learning frameworks in New South Wales which outline practices that support and promote children's learning:

- [Belonging, Being and Becoming: The Early Years Learning Framework for Australia \('Early Years Learning Framework \(EYLF\)'\)](#)
- [My Time, Our Place: Framework for School Age Care in Australia \('Framework for School Age Care'\)](#).

Australian Children's Education and Care Quality Authority (ACECQA)

ACECQA is a national entity, which will oversee important changes to early childhood education and care and school age care in Australia. Education and care plays a vital role in the lives of Australian children and their families and we want the best possible outcomes for our children. They will oversee the National Quality Standard and how it is applied across the country and ensure that centres are meeting the new requirements.

ACECQA is responsible for the following;

- Reporting to and advising the Ministerial Council on the National Quality Framework
- Promoting continuous quality improvement by approved education and care centres



- Keeping national information on the assessment, rating and regulation of education and care centres
- Educating and informing centres and the community about the National Quality Framework
- Determining the qualifications and providing support and training for staff of Regulatory Authorities
- Deciding the qualifications required to be held by educators, including assessment of equivalent qualifications

Our Centre is committed to the Early Years Learning Framework (EYLF)

The approved learning frameworks included principles, practices and learning outcomes that guide educational leaders and educators in their curriculum decision making, and assist them in planning, delivering and evaluating quality programs in early childhood settings.

In compliance with the Early Years Learning Framework and regulations, the program will contribute to the following outcomes for each child:

- The child will have a strong sense of identity,
- The child will be connected with and contribute to his or her world,
- The child will have a strong sense of wellbeing,
- The child will be a confident and involved learner, and
- The child will be an effective communicator.

Our centre also supports the Early Years Learning Framework through the following:

- Each child's learning will be based on their interests and strengths and guided by educators.
- Educators must work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.
- Every child will be equally valued. Their achievements & learning will be celebrated.
- Educators will observe and record the strengths and learning of each child.
- Educators will work closely with children and families to produce ideas for the curriculum.
- Learning Outcomes will be linked to the curriculum during and after each child's learning has occurred.
- The curriculum will be constructed on the children's interests, educators extending children's interests, spontaneous experiences and family contribution.
- Where appropriate, the centre will liaise with external agencies and support persons to best educate and care for children with additional needs.
- Where appropriate, the curriculum (play and learning experiences) will build and develop each child's Learning Stories, Portfolio and Observations of each child's strengths and development.
- The curriculum will be evaluated and reflected upon continuously by educators

Management/ A Nominated Supervisor/ Certified Supervisor will:

- Ensure that a suitable program based on an approved learning framework is delivered to all children
- Ensure all Educators work as a team in preparing and/or implementing the curriculum which collaborates with the centres philosophy
- Ensure modifications are made in the environment for children with special needs. Management will make appropriate, professional referrals where necessary with family permission
- Ensure a conscious balance between indoor and outdoor experiences is planned for with large blocks of unstructured time for child initiated play
- Promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences.
- Support families through positive, respectful and reciprocal relationships through regular communication.
- Communicate with families on a regular basis
- Ensure each child is acknowledged for their uniqueness in a positive way
- Support children's efforts, assisting and encouraging as appropriate



- Be consistently aware of and responsive to children who may require additional support, assistance or attention, noticing and listening carefully to children's concerns and discussing diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour.

Educators will:

- Implement an ongoing cycle of planning, documenting and evaluating children's learning which will underpin the educational program and involves educators in critically thinking about what is obtainable and why.
- Document children's experiences and their responses to the environment making children's learning visible to children, educators and families and promotes shared learning and collaboration.
- Provide experiences that include both structured and unstructured learning times catering for children's individual needs, interests and are age appropriate.
- Ensure materials and equipment reflect the cultural diversity and family values that exists in our society
- Respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning
- Provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising
- Provide experiences that support and develop all developmental areas and curriculum areas including music, maths, and science.
- Gather information from families upon enrolment regarding the child's needs, interest and family backgrounds. This information is treated as confidential and allows Educators to provide experiences that interest and extend children's current development. We feel that it is important to develop a partnership between parents and Educators to ensure that consistency between home and the Centre occurs and that the best possible care is provided
- Make sure the child's participation in the program is available for families
- Encourage communication with families about physical activity, gross motor and fundamental movements skills development
- Ensure families receive a copy of children's learning progress
- Explore ideas and theories using imagination, creativity and play, during large blocks of uninterrupted time.
- Use the learning outcomes to guide their planning for children's learning.
- Intentionally scaffold children's understanding and learning
- Provide children with ongoing encouragement and positive reinforcement
- Provide opportunities for children to be active daily through a balance of planned and spontaneous experiences within the indoor and outdoor environment.
- Make use of spontaneous 'teachable moments' to extend children's learning
- Respond to children's displays of learning dispositions by commenting on them and providing encouragement and additional ideas
- View children as active participants and decision makers, working with each child's unique qualities and abilities
- Further extend critical thinking skills through provocations
- Plan realistic curriculum goals for children based on observation and assessment of individual needs and interests.
- Seek opportunities within the routine for spontaneous play
- Ensure that all children's experiences are recognised and valued with equitable access to resources and opportunities to demonstrate their learning.
- Use a variety of methods to assist their reflection on children's experiences, thinking and learning
- Ensure critical reflection clearly exams all aspects of events and experiences from different perspectives, identifying children's learning, spontaneous play, teaching strategies and changes that may be needed in the environment.

Our Centre aims to promote children's participation in physical activity by:

- Fostering children's Fundamental Movement Skills (FMS) including, running, galloping, hopping, jumping, leaping, side-sliding, skipping, overarm throwing, catching, striking a stationary ball, kicking, underarm throwing and stationary dribbling through role modelling appropriate skills.



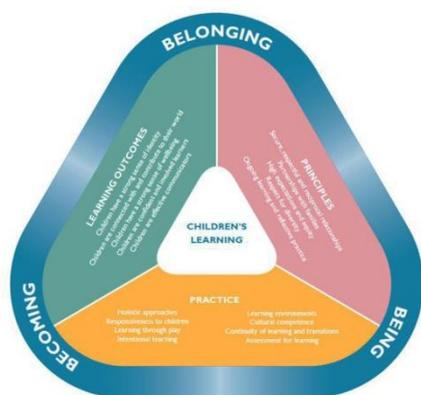
- Providing active play experiences that encourage children to explore, be creative and challenge their development
- Providing space, time, and resources for children to revisit and practice FMS and engage in active play
- Providing opportunities for Educators to attend professional development to enhance their skills and knowledge about the importance of physical activity in children
- Providing positive instruction, role modelling and advice to children as they develop and improve their FMS
- Working in collaboration with families and professionals to provide active experiences that are inclusive of all children
- Assisting children to develop daily habits, understanding and skills that support health and wellbeing.

The program will provide a variety of developmentally appropriate experiences and materials that are selected to achieve the following goals:

- Foster positive self-concept
- Develop social skills
- Encourage children to think, reason, question and experiment
- Encourage language development
- Enhance physical development and skills
- Encourage and demonstrate sound health, safety and nutritional practices
- Encourage creative expression
- Respect cultural diversity of staff and children
- Respect gender diversity

Early Years Learning Framework

The Early Years Learning Framework aims to extend and enrich children’s learning from birth to five years and through the transitions to school. The framework provides broad direction for educators in early childhood settings to facilitate children’s learning. It guides educators in their curriculum decision-making and assists planning, implementation and evaluations.



Being, Becoming & Belonging - EYLF

Being, Becoming & Belonging - The Early Years Learning Framework (EYLF) is a National Curriculum framework, which aims to ensure that early childhood educators provide all children from birth to 5 years of age, an educational program that is consistent and of high quality. The EYLF describes principles, practice and learning outcomes that are essential to support and enhance children's learning from birth to 5 years of age, and also help support transition to school. The EYLF portrays a strong emphasis on play based learning, communication and language (early literacy and numeracy), social and emotional development and family.

Principles

1. Secure, respectful and reciprocal relationships
2. Partnerships
3. High expectations and equity
4. Respect for diversity
5. Ongoing learning and reflective practice

Practice

- Holistic approaches
- Responsiveness to children



- Learning through play
- Intentional teaching
- Learning environments
- Cultural competence
- Continuity of learning and transitions
- Assessment for learning

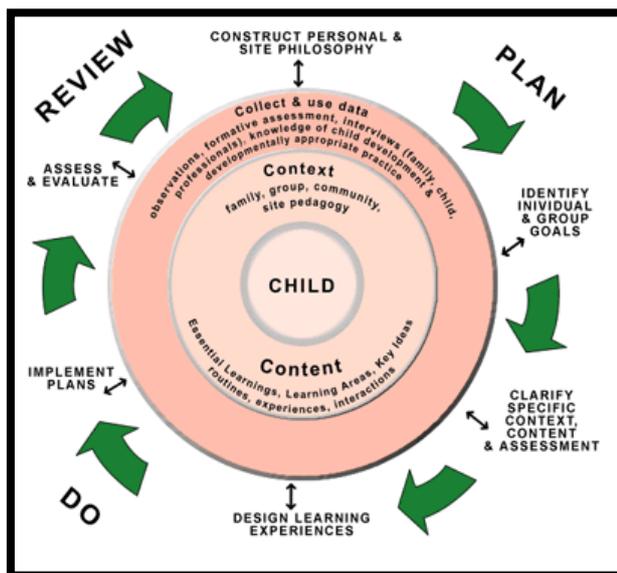
Learning Outcomes for children birth to five years

- 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

We believe that a child’s family is their first teacher and thus it is vital that we collaborate with all the families within the centre. Brunswick Crèche has developed strategies that enable parents /families to actively participate and share their ideas and values with our educational program/ curriculum. Furthermore, this provides children with a holistic approach to learning as it promotes continuity between the home, community and Brunswick Crèche environment. Throughout this process, we also provide children with a curriculum that aims to enhance their social and emotional skills as they engage in a variety of small and large group experiences.

www.deewr.gov.au/.../policy.../earlyyearslearningframework.aspx

The Early Years Planning Cycle



Programming Procedure

The program will be guided by observations on children that have been reflected on and then followed up as per the planning cycle outlined in the Early Years Learning Framework

- Educators for each room are to receive at two days of non-contact time every three (3) weeks to plan their program and complete observations
- Educators from each group work together to produce an interest based, child centred program. This program will be evaluated, extended and critically reflect the program.
- Through the goals that the parents have set on a three monthly basis and interacting with children during unstructured learning times Educators are able to discover the child’s interests and extend upon these in a



relaxed, spontaneous atmosphere. Educators will interact with children in a way that encourages and challenges them to extend their thinking and interests

- Educators will respect the child's rights to choose not to participate at times and provide them with another activity or experience
- The rooms are set up with designated areas, which remain the same for consistency, only changing to support children's interests or safety. An evaluation will be completed should the learning environment change.
- The children are provided with a range of choice of activities and are 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.
- Educators will conduct smooth un-regimented transitions between activities. Transitions are to be integrated into the program as learning opportunities
- The environment and program will encourage children's choice in a selection of experiences
- Routine tasks will be incorporated into the program as a means of furthering children learning self-help and social skills
- Appropriate staff/child ratios, according to the licensing regulations will be maintained at the Centre at all times
- Transitions from one room to another within the Centre will be done in consultation with the family of the child, the current Educator and the new Educator. While the transition will be more than likely initiated because of age, a child will not be forced to progress or held back in a particular room because of their age. Developmental maturity including emotional maturity will be a contributing factor if agreed by all parties.

Pedagogical Documentation

At Brunswick Creche & Day Nursery our approach to teaching and learning is developed and implemented as follows.

Twice a year (Feb/July) we require parents to submit to the teaching staff the goals they hope their child will work towards and achieve over a 6 month period. During this period the staff also add goals to this list that they hope the child will achieve. Once we have these goals stated the teaching staff identify the most appropriate way to use these goals to inform the educational program. This may include the whole group program on display in the room or more individual programs included in the child's educational record.

Meaningful observations form our basis of assisting us collect data on children's participation in our educational program.

In approaching our documentation of learning we ensure that all Educators are responsible for maintaining the educational record for all children. We uphold a team approach that requires all staff to keep observations on all children. These observations are used to inform the learning that has taken place and to inform both the educational program and children's individual educational records. Some of these observations will be done on the Xplor which will be shared with the families through the app.

Our educational program is informed by both the teachers' intent, the child's interest or the goals established by parents. We display our educational programs in our rooms and the educational program advises what we will teach and how we will teach. A summary is then written at a time decided upon by staff. We do not have a set time for when the educational program is complete. Rather we use our intelligence and wisdom to determine this. During the summary and evaluation of the program we may include photos related to the teaching experience. A history of the educational program and its evaluation is on display in each room in a folder called 'Our Educational program'.

Learning and Play

- Children are encouraged to express themselves creatively through a wide variety of indoor and outdoor activities.
- Children's fine and gross motor skills are strengthened and developed through a wide variety of both indoor and outdoor activities including manipulative play, block play, sensory play, dramatic play, drawing and other physical activities such as running and skipping.



- Mathematics and science concepts along with exploration of natural aspects of our environment are encouraged through block play, building, cooking, and water play, sensory play, collecting natural materials such as leaves and rocks and gardening.
- Language development is encouraged through educators modelling language, show and tell, story time, games, and poems and dramatic play experiences.
- Social/emotional and independence skills are strengthened through activities such as role-play, dramatic play, group games and self-help tasks.
- Music and movement activities encourage physical, social and creative areas of a child's development.
- Road safety, hygiene, dental care and nutrition will all be built into the weekly program.

These activities will be supervised and guided by educators to find out how child responds as an individual and also as part of a group. Educators will work in conjunction with families to provide learning experiences that are relevant to each child and tailored to their specific needs. A child's home language, culture and religious practices will be accepted and included in the program.

From this, educators will assess the child's needs and plan ways to meet these needs. We evaluate this program every week in order to make sure we stay on target and help children to reach their full potential. The program will be displayed in the room it takes place in. We welcome any suggestions and are happy to answer questions from family members at any time.

Planning and Evaluating Children's Experiences

The program aims to;

- Meet the needs of the developing child
- Nurture children's interests, skill, creativity, individuality, independence and self-discipline
- Provide interesting and stimulating environments for children
- Provide plenty of opportunity for children to express themselves, ideas, thoughts and feelings
- Provide plenty of choice for children, to help pursue their own interests

Programming is based upon and incorporates the centre's philosophy and acknowledges each child as an individual. Programs are displayed in each room for families and visitors to view and provide input. During the day your child will participate in both indoor and outdoor activities.

The Educational Program is planned to cater for each child's needs and interests and to encourage the development of attitudes, abilities and skills, which will assist them to become successful learners. Children are encouraged to accept each other's individually, gender, attitudes and interests.

Small and large group experiences are offered and developed through the assessment of your child's observation folder. These folders can be discussed with the educators by appointment. All Educators members undertake programming in consultation with other staff and families.

Parents are encouraged to participate, share ideas and make suggestions regarding their child's day at the centre.

In Summary:

- This policy outlines how the centre gathers information about children's development and interests, and plans and evaluates children's experiences. The policy assists educator to consider, respond to and plan for children's:
 - Interests, strengths, ideas and opinions;
 - Relationships and interactions with their peers, families, educator and the community;
 - Ability to acknowledge and confidently express their emotions;
 - Need to investigate, negotiate, problem solve and think critically;
 - Perspective of diversity, inclusion, social justice and equity;
 - Sense of identity and self-worth, and their relationship with the world; and
 - Physical, social, cognitive and linguistic development and learning needs



- The centre recognises that the individual abilities and strengths of children and families are important factors when educator plan and evaluate children’s experiences.
- The centre recognises and acknowledges that educator and families have varying knowledge and skills regarding children’s play experiences, and that all parents’ opinions, ideas and comments are respected and valued.
- The centre is committed to maintaining open, positive lines of communication when collaborating with children, families, educator and external agencies to meet the needs of children.

Children will be provided with an environment which is stimulating and which takes into account their social, emotional, physical, intellectual and creative development. The Educational Program will be formally evaluated, as required, by parents and educator cooperatively.

All educators in a particular room is responsible for working cooperatively to provide for and monitor the individual development of each child within their care.

Source: Education and Care Services National Regulations 2011, National Quality Standard, Early Years Learning Framework ECA Code of Ethics, Australian Children’s Education & Care Quality Authority. (2013), Tansey, Sonja. (2005, September 2005). Supervision in Children’s Services. Putting Children First, the Newsletter of the National Childcare Accreditation Council (NCAC) Issue 15, p. 8-11, Programming with the Early Years Learning Framework (2014), Program and Planning in Early Childhood Settings 5th Edition (2012)

Date Implemented: 16/04/2012

Review Completed: 05/03/2019

Schedule for Review: 05/03/2020

Authorised: June 2019

National Quality Standard – NQS		
Quality Area 1: Educational Program and Practice		
1.1	Program	The educational program enhances each child’s learning and development
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.
1.1.2	Child-centred	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
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.
1.2	Practice	Educators facilitate and extend each child’s learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
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
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.
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
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.
1.3.2	Critical reflection	Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child’s progress.
Education and Care Service National Regulations		
73	Educational programs	
74	Information about the educational program to be kept available	
75	Information about educational program to be given to parents	



76	Documenting of child assessments or evaluations for delivery of educational program
Early Years Learning Framework	
Learning Outcome 1-5	
1-5	All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices.

