

PROGRAMMING AND PLANNING **POLICY**



OBJECTIVE

This policy guides the development of RECC's educational program and practices to ensure that each child's development is nurtured in a safe and secure environment while being stimulating, engaging and innovative.

PROGRAMMING OUTCOMES

Curriculum planning at RECC is based on the Early Years Learning Framework (EYLF) – Belonging, Being and Becoming and the National Quality Standards for Early Childhood Education and Care (NQS). Both the EYLF and the NQS have been endorsed by all Australian governments for implementation in all early childhood programs across Australia.

The RECC program is play-based, which encourages children to choose those resources and activities that they wish to engage with and that interests them. Using the children's interests as a starting point, the staff then use intentional teaching techniques to facilitate and encourage children to explore and extend their knowledge, thinking and skills.

PROGRAM DEVELOPMENT

Programming at RECC is an ongoing cycle of planning, documenting and evaluation. The program for each room is developed based on observations of each child, focusing on their knowledge, ideas, interests, culture, abilities and community.

Senior Educators allow flexibility in their programming to ensure that they respond to children's voices and interests in order to maximise learning opportunities, both intentional and emerging.. Senior Educators are also responsible for establishing methods for involving children and their families in program development.

Senior Educators are provided opportunities to engage in professional dialogue to support their program development at regular level 4 meetings.

Children's learning and development, as individuals and in groups, is regularly assessed and used to further develop the program. Senior Educators, in conjunction with families, the Educational Leader, regularly review their programs and assess opportunities for further extension and development. At the conclusion of each program, educators evaluate the program and identify areas that need improving while also celebrating the successes of the program.

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All educators are provided with professional development opportunities to extend and develop their skills and knowledge to ensure best practice. Senior Educators also encourage and support other educators studying for Certificate III or Diploma level qualifications to contribute to the educational program.

DOCUMENTATION AND COMMUNICATION

In accordance with Regulation 75(a) of the the Education and Care Services National Regulations 2011 under the Education and Care Services National Law (ACT) Act 2011, the educational program for each room is displayed for parents to view and comment on. Newsletters are regularly sent to families (every two weeks) summarising what the children have been doing in each room and the special events that have occurred or are scheduled to happen in the Centre.

Senior Educators regularly provide opportunities to families to provide input into the program. This occurs through twice-annual parent-teacher interviews, the collection of information at the start of each year or when a child transitions into a room during the year, and ad hoc requests for input throughout the year.

Documentation regarding each child's progress is maintained in accordance with Regulation 74 of the Education and Care Services National Regulations 2011 under the Education and Care Services National Law (ACT) Act 2011, and is available to families at any time during the year upon request. Copies of this documentation will also be made available to families at the end of every year when art portfolios are sent home.

ACCOUNTABILITY Senior Educators are responsible for developing the program for their room in accordance with this policy .

- The Educational Leader, supports Senior Educators in their program development by providing access to appropriate training, resources and adequate programming time.
- The Educational Leader will facilitate a programming and planning meeting every week (when possible) with senior educators at least twice a month o assist with program development and ensure sharing of best practice.

ROLE OF THE EDUCATIONAL LEADER

In accordance with Regulation 118 of the Education and Care Services National Regulations 2011 under the Education and Care Services National Law (ACT) Act 2011, the Centre has a suitably qualified designated Educational Leader to lead the development and implementation of educational programs in the service. At RECC, the Educational Leader:

- Provides educational leadership to educators and administrative staff
- Listens, coaches, mentors and reflects alongside educators to support children's learning in the five learning and development outcomes of the EYLF (identity, community, wellbeing, learning and communication)
- Supports high quality teaching and learning for children at the Centre by keeping up to date with new information, techniques and formats regarding programming and observation
- Creates an inspirational vision for children's learning and curriculum, in collaboration with other educators at the Centre

Reviewed and updated in March 2014 with approval from RECC Management Committee

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- Collaborates with Senior Educators and the Centre Director to continuously improve the Centre's programming and observations formats
- Represents the Centre in networks and committees that focus on children's learning
- Develops and reviews policy, course curricula and teaching/learning materials drawing on a deep understanding of educational theory and practice
- Actively collaborates and works with families as partners in children's learning
- Incorporates research, good practice observations and learnings from other early childhood/education providers, as appropriate.
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IMPLEMENTATION OF THE PLANNING CYCLE:

- Educators will have knowledge of the Early Years Learning Framework
- Educators will observe and record children's behaviour and achievements in written, photographic or video format
- Educators will identify for an area a child needs encouragement and support in relation to the Early Years Learning Framework
- Once goals are identified, educators are encouraged to share these with parents and seek their input
- Educators will plan experiences for children in the identified developmental area
- Educators will link their observations and follow up experiences clearly on their program through pseudonyms or children's initials
- Educators will allow children adequate time to achieve success in attaining a goal set for them by their Senior Educator
- When the Educators feel that a child has reached or is beginning to reach their goal, they will complete a Progression of Learning, which is a reflection of the learning journey
- The Progression of Learning shall clearly state:
 - why the educator felt a particular area of learning and development was needed
 - what EYLF domain was focused on
 - a brief overview of the experiences and support provided by the Educators given to the child
 - how those experiences benefited the child's development

CRITICAL REFLECTION

A reflective diary is kept in each room for all educators to write down anything they feel they need to work on as a staff member and as an educator. Reflections include, but are not limited to:

- success in your room and factors that effected it
- failures in your room and factors that may improve it
- influences on children dynamics
- family information/conversations that need to be documented confidentially. This provides support for behaviour management if the need arises
- any information needed in educator's role as a Mandatory Reporter

Reviewed and updated in September 2014 with approval from RECC Management Committee

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RELATED POLICIES:

Child Protection Policy
Partnership with Families Policy
RECC Philosophy and Values

SOURCES:

Australian Children's Education and Care Quality Authority (www.acecqua.gov.au)
Education and Care Services National Law (ACT) Act 2011
Education and Care Services National Regulations 2011
Early Years Learning Framework – Belonging, Being, Becoming
National Quality Standard for Early Childhood Education and Care and School Age Care