

Programming Policy

Policy Number:	8 EIGHT
Purpose:	To ensure Birralee Child Care Centre provides an educational program that complies with legislation and follows the relevant learning framework.
Scope:	Programs are created and implemented to develop, enhance, and educate each individual child and create an environment that ensures children develop a love of learning. All Educators contribute to the programming and are confident in scaffolding children and supporting them in their holistic development, enhancement of knowledge and learning.

Relevant Legislation

National Law

- 168 Offence relating to required programs
- 323 Approved learning framework

National Regulations

- 73 Educational program
- 74 Documenting of child assessments or evaluations for delivery of educational program
- 75 Information about educational program to be kept available
- 76 Information about educational program to be given to parents
- 168 Education and care service must have policies and procedures
- 170 Policies and procedures to be followed
- 171 Policies and procedures to be kept available
- 172 Notification of change to policies or procedures

National Quality Standard

- Element 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.
- Element 1.1.2 – Child-centred – Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
- Element 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.
- Element 1.2.1 – Intentional teaching – Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
- Element 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.
- Element 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.

- Element 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.
- Element 1.3.2 – Critical reflection – Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.
- Element 1.3.3 – Information for families – Families are informed about the program and their child's progress.
- Element 3.2.3 – Environmentally responsible – The service cares for the environment and supports children to become environmentally responsible.
- Element 5.2.1 – Collaborative learning – Children are supported to collaborate, learn from and help each other.
- Element 7.2.2 – Educational leadership – The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

Supporting Documents / References:

- Revised National Quality Standard
- Education and Care services Regulations and laws
- Early Years Learning Framework
- Queensland Kindergarten Learning Guidelines
- Birralee Child Care Centre Philosophy

Related Policy or Documents:

- Health Policy
- Safety Policy
- Hygiene Policy
- Interactions with Children Policy
- Families and Communities Policy

Attachment One:	
Attachment Two:	
Attachment Three:	

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Learning Framework

Approved Learning Framework

Birralee will ensure that all programming is developed using the current age appropriate learning framework approved by Queensland Education and Training and the Australian Children's Education and Care Quality Authority [ACECQA]. All Educators will be aware of the current framework and ensure they embed the principles and practices of The Early Years Learning Framework [EYLF] into their daily routines and interactions. Management will remain current with all changes to the learning framework and provide Educators with mentoring to implement changes into their program. All Educators will be provided with access to the current learning program, via hard copy or an online version.

Learning Opportunities

Learning opportunities will be frequent and assist the holistic development of each individual child. The program will ensure open ended experiences are available and transition times are used to support the wellbeing and self-help skills of the children. All Educators will scaffold the learning experiences to ensure children are successful in their attempts and are able to develop at their own pace.

Intentional Teaching

All Educators will develop an understanding of each individual child and create intentional teaching moments based on the children's developmental needs, interests, and current knowledge. Intentional teaching can be pre-organised or spontaneous. Intentional teaching will be a positive experience that will help foster the love of learning in children. Lead Educators, or Educators stepping up into the Lead Educator role will complete weekly Intentional teaching focuses and outdoor planners, using the centre's current templates or template of their own approved by the Educational Leader and Director.

Language and Literacy

Birralee embeds the 3A Reading Program's ideals into the daily routine. All Educators will read, talk, and sing to children frequently, using words that will increase children's vocabulary. All languages will be valued, and Educators will research and use key first language words to help children feel supported and heard. Families will be encouraged to help support the use of their first languages.

Kindergarten Program

The kindergarten program will run for 42 weeks of the year between 8.40am and 2.40pm. A qualified Early Childhood Teacher (ECT) will be present to run the kindergarten program. The Queensland Kindergarten Learning Guidelines [QKLG] will be used to develop the kindergarten program. The kindergarten program will enhance the holistic development of each individual child and support children's transition [1] into formal schooling. Yearly transition reports will be provided by the ECT and given to families and schools. The ECT will collect all required permissions from the families before sending reports to the school. If an approved ACEQCA ECT or approved ACEQCA substitute ECT is not employed the kindergarten program will not run and Management will inform all authorities, comply with all government requirements and ensure kindergarten funding is not received.

Practices and Principles of the Approved Learning Framework

All Educators will support the principles and practices of the approved learning framework. In all documentation and interactions, the principles and practices will be clearly visible and embedded. All Educators will be able to communicate how their programs and practices incorporate the principles and practices of the approved learning framework.

Child Orientated Programming

Child Centred Program

All programs will be created following the interests of each individual child. Educators will collect information about each individual child and use the information to create the program. The program will assist the child to develop new skills, reach developmental milestones and extend on current knowledge. Educators will document the child's progress through individual learning stories and individual webs, that will be kept digitally by the centre as well as a hard copy for the child and family to keep. All digital copies will be stored in accordance with legislation.

Child's Agency

At all times, the children will have choices and make decisions over events that affect them. Educators will respect children's rights to express themselves and will listen to the child and act on all reasonable requests. At times, not all children's decisions are going to be acted on and Educators will support the child to understand why and help them to compromise.

Child's Resilience

Children will need coping mechanisms to help them through varying situations that may occur in their lives, resilience is important to ensure healthy outcomes. Educators will know and understand each child and what that child may find difficult to cope with. Educators will then provide children with ways to cope during difficult times and provide comfort and strategies the child can use. Educators will support each other to provide strategies for the varying situations that may arise. Strategies developed will be communicated to all Educators and all Educators will follow the strategies, to ensure children have consistency throughout the centre. Strategies will be individualised to support the children and reflected on regularly to ensure best outcomes

Child's Grouping

Birralee will follow the required legislation when grouping children. Age will determine children's grouping, except when developmental needs of an individual child will not benefit from immediate movement into a new age group. Extra time to ensure smooth transition for the individual child will be given. Families will be consulted in all transitions, and their input will be used in deciding the best outcomes for the individual child.

Pedagogy

Philosophy

Birralee Child Care Centre's philosophy will be developed with input by all Educators. The philosophy will reflect Educators' beliefs and teaching styles, allowing all stakeholders to easily understand the vision of the centre. Educators will need to be able to easily explain how the philosophy reflects their practices. The philosophy will be reviewed at least 12 monthly or when new Educators are employed and have new beliefs and teaching styles they wish to have reflected within the document.

Scaffolding

Scaffolding requires Educators to help children learn, expand, and developed their skills. All Educators will ensure they support children in their attempts by providing verbal and non-verbal tips to the children, role modelling, joining in the play, promoting children, and encouraging their attempts.

Routines

Routines will be flexible and suited to the current day's events. Routines will ensure children feel safe, secure, and supported. Routines will be positive and consistent and will provide children with time to transition [3] between varying experiences of the day. Transition [3] times will be consistent, relaxed and provide children with experiences to clearly define movement between the daily routine. Educators will use routines to intentionally teach children in an engaging, enthusiastic, relaxed, age-appropriate manner.

Assessment and Planning Cycle

The programming cycle will include jottings, observations, weekly program, outdoor program, weekly intentional teaching focus, individual portfolios and room and half yearly EYLF assessment . All types of documentation will ensure children's interest, knowledge, milestones, and achievements are documented and extended. Lead Educators will be responsible for ensuring the upkeep of all programming requirements and can delegate and collaborate with Educators to support the completion of all required paperwork. The amount of individual learning stories and how all documentation is to be completed will be discussed and decided by the Educational Leader and Director at the start of each year. All Educators will be informed of the requirements and understand the importance of the assessment and planning cycle and its completion. The Director, Educational Leader and 2IC will work with all Educators to support, mentor, and develop the competency of all Educators programming capabilities.

Documentation

All documentation collected on the children for programming, remains the property of Birralee childcare centre and is not to be used for personal purposes. Computers and USB's are provided for programming and will remain at the Centre at all times. Educators requiring extra time to complete programming responsibilities will speak to management to arrange time within working hours. At no time will any sensitive information including children's artwork be removed from the Centre by educators.

Critical Reflection

All Educators will be required to complete both individual and group reflections. Reflections will ensure Educator's practice can continually grow and develop. An Individual reflection format will require the Educator to look at the topic of interest and reflect on how this topic effects the children, co-workers, families, and themselves. The Educator will then need to reflect on the effects and find ways to move forward. Group reflections will be both formal and informal, with conversations held throughout the day between teams and formal meetings will be held weekly for Lead Educators and Management. Educator meetings will be held monthly, all formal meetings will be used to reflect on centre practices.

Families

Information for Families

Families will be informed of their child's progress through both formal and informal meetings. Educators will ensure their communications with Families is suited to the individual family's needs and capabilities. Educators always will be respectful to the family and work with them to ensure best outcomes for the child. Families will have access to all documentation on their child and the program. Families will have access to the centre's philosophy, policies, and procedures, either online or on hard copy on request at the Centre .

Communication and Support

Educator's will always speak respectfully to Families and communicate information according to their position within the centre. Educators will ensure all information is delivered in a positive manner and in a way that ensures the privacy of the child and the Family. Formal meetings will include one or all the following: Director, 2IC and Educational Leader, who will support Educators and Families with any issues of concern. Family concerns will be dealt with in a professional manner with all Educators working together to ensure positive outcomes for the child.

External Support Agencies

To achieve best outcomes for children, the centre will ensure they develop and maintain positive relationships with external support agencies. The centre will ensure there is appropriate information for Families on the holistic development stages of children as well as providing flyers that may be of use to Families to support them or their child. The centre will always maintain a current Strategic Inclusion Plan [SIP] and utilise the services of Inclusion Support for children as required. When appropriate Families may be asked to attend meetings and be provided with information to seek further clarification on concerns that Educators or the Family may have. The Director, 2IC and Educational Leader are required to have knowledge of agencies within the Mackay district or be able to search for agencies that will support issues of concern.

Definitions:

Term	Definition	Source
Department of Education and Training	The Department of Education and Training works with states, territories, and non-government education providers to provide quality early learning, schooling, improved student outcomes and transitions to and from school through parent engagement, quality teaching and learning environments.	www.education.gov.au
Australian Children's Education and Care Quality Authority [ACECQA]	The Australian Children's Education and Care Quality Authority (ACECQA - pronounced a-see-kwa) is an independent national authority that assists governments in administering the National Quality Framework (NQF) for children's education and care.	www.acecqa.gov.au
The Early Years Learning Framework [EYLF]	The Early Years Learning Framework, together with the National Quality Standard, forms the policies around early childhood education in Australia.	www.wikipedia.com
3A Reading Program	3a is a set of evidence-based teaching and learning strategies for early childhood Educators and parents to use with children from birth to five. ... 3a strategies help you build language into every interaction and make learning fun	3a.education.unimelb.edu.au
The Queensland Kindergarten Learning Guideline [QKLG]	The Queensland Kindergarten Learning Guideline (QKLG) provides advice for planning, interacting with children, monitoring and assessment and sharing information in kindergarten contexts.	www.google/define
Holistic	Holistic approaches to teaching and learning recognise the connectedness of mind, body and spirit	The Early Years Learning Framework for Australia
Scaffold	The Educators 'decisions and actions that build on children's existing knowledge and skills to enhance their learning	The Early Years Learning Framework for Australia
Pedagogy	The early childhood Educators' professional practice, especially those aspects that involve building and nurturing relationships, curriculum decision-making, teaching and learning.	The Early Years Learning Framework for Australia
Embed	To make something a fixed and important part of something else	Mcmillan Dictionary

Transition [1]	Moving from the early childhood setting to school	Australian government Publications » Promoting positive education and care transitions for children
Transition [2]	Moving between different early childhood settings	Australian government Publications » Promoting positive education and care transitions for children
Transition [3]	Transitions happen when your child must stop doing one activity and start doing something else	https://raisingchildren.net.au
Philosophy	A theory or attitude that acts as a guiding principle for behaviour.	www.google/define

Policy Details:

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25/01/2021			14/05/2021
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	10/08/2025	10/08/2025	15/08/2025
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