

Educational Program and Practice

Policy statement

At Goodstart Early Learning (Goodstart) the Australian Early Years Learning Framework informs and underpins the educational program and practice in our early learning centres. The Australian Early Years Learning Framework principles and learning outcomes informs educators approach to children's learning, including intentional teaching, decision making and an ongoing cycle of observation.

At Goodstart the educational program and practice developed by educators recognises children's agency from birth and demonstrates a commitment to listening to and respecting children (the pedagogy of listening). At Goodstart we value and respect children's evolving capacity, lived experiences, points of view and concerns.

Goodstart is committed to its social inclusion agenda to support the inclusion and participation of every child and their family within our early learning centres. Our educational programs and practices value and respect Aboriginal and Torres Strait Islander cultures, identities and connections to community and country. We recognise the important role families have in children's childhoods and in supporting a child to identify with and make meaning of themselves and their world.

What does this policy apply to?

- ▶ The development of a curriculum that enhances each child's learning and development
- ▶ Supporting children's participation and promoting children's agency
- ▶ Designing and delivering a program for each child

This policy relates to Quality Area 1 of the National Quality Standard

QA1	Educational program and practice
1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.
1.1.1	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	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
1.1.4	The documentation about each child's program and progress is available to families
1.1.5	Every child is supported to participate in the program.
1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and

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	influence events and their world.
1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

Curriculum development

At Goodstart the educator's approach to children's learning is informed by the Australian Early Years Framework. Conversations between educators, children, their families and the broader community inform intentional aspects of the curriculum and support spontaneous experiences, play and conversations.

Supporting children's participation and promoting children's agency

At Goodstart we recognise children's agency and children's views inform and guide day-to-day practice.

Designing and delivering a program for each child

At Goodstart all educators engage in an ongoing cycle of planning that involves observing, gathering, and interpreting information about children underpinned by contemporary early childhood theories and perspectives

Goodstart educators listen to children and use documentation to record children's experiences and their responses to the learning environment.

Goodstart educators actively co-construct learning (that is, learning takes place as children interact with educators and other children as they work together in partnership). Educators facilitate play-based curriculum and act as guides, coaches, facilitators and mentors to children's social interaction, thinking and communication capacities. Educators engage in ongoing critical reflection on their practice with children to inform decisions about the type and degree of support, offered to the child as the learner.

Goodstart educators engage in ongoing critical reflection of children's engagement in the learning environment and of their own interaction with children to support their play so as to better understand the individual child as a learner.

Goodstart utilises The Early Years Learning Framework (and/ or approved State-based frameworks) to guide informed decisions about curriculum development and in planning, implementing and evaluating.

Related documents

Guidelines supporting this policy include: Curriculum Development Guideline; Pedagogical Documentation Guideline; Supporting Participation Requirement.

Other related documents include: Children's Health and Safety Policy; Collaborative Partnerships with Families and Communities Policy; Relationships with Children Policy.

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Australian Government Department of Education, Employment and Workplace Relations (2009), *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*

Australian Government Department of Education, Employment and Workplace Relations (2011), *My Time, Our Place - Framework for School Age Care in Australia*.

Australian Capital Territory Government (2008), *Every chance to learn: Curriculum framework for ACT schools Preschool to Year 10*

Tasmania Government (2011), *The Tasmanian Curriculum, the Department of Education of Tasmania*

Department of Education and Early Childhood Development, (2009) *The Victorian Early Years Learning and Development Framework*

The Curriculum Framework for Kindergarten to Year 12 Education in Western Australia

Education and Care Services National Law Act (2010) Section 168, 323 found at <http://acecqa.gov.au/national-quality-framework/legislation/>

Regulatory Reference: Education and Care Services National Regulations (2011) Regulation 73, 74, 75, 76,) found at <http://acecqa.gov.au/national-quality-framework/national-regulations/>

Responsibilities

This policy is to be implemented by: All Goodstart Educators, Centre Directors, Early Childhood Teachers, Early Learning Consultants and Area Managers

Content Owner: Warren Bright, Chief Operating Officer, Operations

Document Author: Melissa Comerford, Business Improvement Consultant, Operations

Definitions

Agency:

- Defined as 'being able to make choices and decisions, to influence events and to have an impact on one's world', in the *Belonging, Being Becoming. The Early Years Learning Framework for Australia* (Australian Government, 2009)

Co-construct:

- Defined as 'learning takes place as children interact with educators and other children as they work together in partnership', in the *Belonging, Being Becoming. The Early Years Learning Framework for Australia* (Australian Government, 2009)

Curriculum:

- Defined in the early learning setting as being 'all interactions, experiences, activities routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development', in the *Belonging, Being Becoming. The Early Years Learning Framework for Australia* (Australian Government, 2009)

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Intentional teaching:

- Defined as ‘educators being deliberate, purposeful and thoughtful in their decisions and actions. Intentional teaching is the opposite of teaching by rote or continuing with traditions simply because things have ‘always’ been done that way’, in the Belonging, Being Becoming. The Early Years Learning Framework for Australia (Australian Government, 2009)

Learning Framework:

- Defined as ‘a guide which provides general goals or outcomes for children’s learning and how they might be attained. It also provides a scaffold to assist early childhood setting to develop their own more detailed curriculum’, in the Belonging, Being Becoming. The Early Years Learning Framework for Australia (Australian Government, 2009)

Pedagogy:

- Defined as ‘early childhood educator’s practice, especially those aspects that involve building and nurturing relationships, curriculum decision making, teaching and learning’, the Belonging, Being Becoming. The Early Years Learning Framework for Australia (Australian Government, 2009)

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