



POLICY AND PROCEDURE

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PROGRAMMING & FRAMEWORK

1. POLICY STATEMENT AND PURPOSE

Catholic Early Learning and Care (CELIC) IS committed to providing the educational programs optimum for all children’s developmental needs, interests and abilities. In collaboration with Educators, children and Parents/Guardians educational programs are child orientated and recognise the connectedness of mind, body and spirit. The quality of its programs are based on reciprocal relationships between Educators and children and the importance of play based learning and respect for diversity.

2. APPLICATION

This procedure applies to all Catholic Early Learning and Care Services in the Diocese of Cairns.

3. PROCEDURE

The Program:

The program is a planned approach to implement Queensland Kindergarten Learning Guidelines (QKLG), ‘My Time Our Place’ and ‘Being Becoming Belonging’ guidelines. These foster the needs of the child to feel safe, happy and relaxed in a childcare setting. Appropriate programming focuses on a child led program to ensure children play and learning experiences cater for interaction with friends, social skills, problem solving. new experiences and life skills. Educators are responsible for providing meaningful, engaging experiences, routine events, planned and unplanned that encompass the following:

- The children’s interests.
- A response to children’s development and learning
- The learning environment and all its aspects including nature play, loose parts play, and collaboration with community.
- Resource materials that can be adapted
- The spontaneous moments that provoke and inspire children’s curiosity which can be scaffolded into intentional teaching moments.
- The behaviour management, conflict resolution, care giving, and routines associated with living together.
- The values of Catholic Early Learning and Care

Procedures:

A suitably qualified and experienced educator will be identified as the Educational Leader for each Service and displayed within the service. This responsibility must be accepted in writing by the Nominated Educational Leader.

The Educational Leader is responsible to have a written program plan prepared for each aspect the service. This program plan will be on display for everyone's information.

The Educational Leader shall direct and monitor Educators in the planning, development and implementation of programs and experiences for the children and, in particular, which:

- Demonstrate that the five learning outcomes provide a focus for the experiences planned for individuals and groups of children.
- Takes a holistic view of children's learning, focusing on their physical, personal, social, emotional and spiritual wellbeing.
- Are built around routines and transitions, i.e. arrival, hand washing, eating etc.
- Includes experiences that promote effective hygiene practices, good nutrition and healthy lifestyles.
- Includes experiences which would normally be a part of the life of children during hours outside of school (this is particularly relevant during Vacation Care (OSHC) where excursions become an important part of the program);
- Demonstrates flexibility in program delivery by incorporating children's ideas, culture and interests to ensure the experiences are relevant and engaging.
- Promotes the children's sense of belonging, connectedness and wellbeing by taking an interest in the individual needs, interests, diversity, views and abilities of the children.
- Provide a variety of indoor and outdoor experiences, open ended resources, natural elements and materials suited to the age, developmental ranges and diversity of all children attending the service.
- Provide appropriate opportunities for children as individuals and small groups to follow and extend their interests.
- Provide appropriate opportunities for children to participate in physical play, accepting and acknowledging each child's level of participation according to their abilities and interest; and allowing them to assess their own risk where appropriate.
- Provide appropriate opportunities for children to express themselves through creative and imaginative play including elements of music, dance, drama, etc.
- Provide appropriate opportunities for children to develop a range of life skills such as establishing and maintaining meaningful relationships, working collaboratively with others and self-regulating their own behaviour.
- Takes account of necessary modification and enhancements identified through the program and documentation evaluation as well as child-initiated opportunities and moments of intentionality when required.
- Provides appropriate opportunities for children to broaden their understanding of the world in which they live by reflecting the broad multicultural and multilingual nature of the local community and demonstrating a positive approach towards diversity and Australia's Aboriginal and Torres Strait Islander heritage.
- Encourages and provides appropriate opportunities for Parents/Guardians to participate in shared decision making and give feedback about the program and their child's learning.
- The principle of equal opportunity will be applied in all service's program. Children, regardless of gender, cultural, racial, religious, or other background, will be encouraged to participate in a wide range of experiences.

The Educational Leader is responsible, in consultation with educators, to continually recreate and adapt the indoor and outdoor environments to:

- Meet the needs and interests of all children, including their need for rest or sleep.
- Facilitate the inclusion of children with additional needs.
- Respond to the developing abilities and interests of all children.
- Ensure that all children in a multi-age group have positive experiences.

Children are encouraged to participate in decision making, with their ideas and opinions listened to and if possible, acted upon. This facilitates children sharing ideas and questioning what happens at their service.

Where possible, the program allows and encourages children to complete projects they have commenced over several sessions.

Record Keeping:

To ensure the service programs are effective in delivering the objectives and learning outcomes, educators need to regularly reflect on, and evaluate, the structure, process and content of its programs.

- Keep records of children's interests, experiences, and successes (This is me, Learning Stories, Observational documentation)
- Document children's development – e.g. milestones, achievements
- Record children's participation in programme, seeking feedback from children and Parents/Guardians. Critically reflect and evaluate activities, both planned and spontaneous, through various methods such as learning stories, anecdotal jottings, photos.
- Assessment of children's learning experiences and activities are documented for future programs.
- Collaboration with children, educators, parents/guardians, and community for input into program acknowledging diversity and respect for others expertise.
- Document all Inclusion Support requirements and monitor child's inclusion into the program with necessary modifications. Assist parents/guardians with additional support both inside service and through outside professional services. Where necessary educators will collaborate with specialists and parents/guardians to
- individualised care. (See Interaction with Children Procedure)
- Organise regular team meetings where educators can utilise their diverse knowledge, skills and life experience when reviewing the experiences planned for children to ensure the best learning outcomes are achieved.
- Educators implement an ongoing process of self-evaluation, monitor, evaluate and review the program delivery in line with the National Quality Standards and to ensure they fulfil these policies and procedures and any other relevant obligations.
- In seeking feedback from parents/guardians the Nominated Supervisor will treat all feedback relating to program respectfully in accordance with the 'Parent/Guardian Feedback and Grievance Policy' and, where necessary, will take appropriate steps to seek to address genuine concerns quickly and effectively.

Evaluation:

To ensure the service programs are effective in delivering the objectives and learning outcomes as reflected in this policy, services must regularly reflect on, and evaluate, the structure, process and content of its programs. As part of the continuing quality improvement process, the Educational Leader should consider what strategies are needed to improve the educational program.

Educators will become aware of children's interests by carefully observing and listening to children's play and interactions within the environment and information provided by parents.

Communication and input from parents/guardians will be encouraged through the use of a variety of daily communication, daily evaluation, children's profile folders (ELC), displaying children's work and verbal interactions. Parents/Guardians comments are valued and contribute to ideas for future programming educators. Evaluation of the program is done weekly and is used as the basis for extending the children's work and involvement.

Educators will meet on a regular basis to discuss the children's interests and development to evaluate the program. At these times, educators will reflect and evaluate their direction within the program and make appropriate changes and project new ideas.

Educators' Practice:

CELC is committed to providing quality outcomes for children through ensuring that Educators' practices reflect CELC philosophy and goals and quality principles as outlined in the Queensland Kindergarten Learning Guidelines (QKLG), 'My Time, Our Place' Framework for School Age Care, Being, Belonging, Becoming Early Learning Framework. CELC applies professional standards to guide educator's practices and decision making within the service and provides opportunities for Educators to acquire the skills and knowledge to enable them to fulfil their role.

CELC will strive to ensure that educators' practices:

- Foster children's self-esteem and confidence by allowing them to investigate, imagine and explore ideas as well as experiencing pride and confidence in their achievements;
- Empower children to make choices, guide their own play and extend their interests with enthusiasm, energy and commitment.
- Supports children to self-regulate and manage emotions that fosters empathy towards others.
- Engage in communication through sustained conversation and child's interests.
- Respect diversity of Parents/Guardians and assist children to broaden their understanding of the wider community.
- Demonstrate flexibility in program delivery, incorporating children's ideas and experience within a creative stimulating environment.
- Acknowledge each child's individuality and support play to explore identities and new experiences.
- Assist children who require support to participate in activities.
- Reflect on planning and implementation of activities in relation to the Queensland Kindergarten Learning Guidelines (QKLG), 'My Time, Our Place' Framework for School Age Care and Being Belonging, Early Years framework. Ongoing reflection and understanding of the children's current learning and development is extended through regular completion of activity observations and/or learning stories.
- Support all aspects of children's health, ensuring that their individual health and wellbeing requirements are met and supporting them to learn about healthy food, drink, and lifestyle choices.
- Demonstrate a commitment to children's health and safety through role modelling hygiene and sun safe practices, complying with service policies and procedures relating to the environment and/or equipment and supporting children to negotiate play spaces, to ensure the safety and wellbeing of themselves and others.
- Support a balance of indoor, outdoor, planned, and spontaneous physical experiences and passive experiences for children by encouraging participation in new and/or unfamiliar experiences and accepting the children's level of involvement according to their skill and ability.
- Demonstrate a commitment to ensuring children are protected through compliance with service policies and procedures, relating to the safety and/or collection of children in the care of the service.
- Demonstrate a commitment to regularly review and update knowledge and/or skills and practices in line with current professional standards and/or guidelines through the development and implementation of a professional development plan, in conjunction with CCELC Nominated Supervisors and in line with identified service needs.
- Support other educators to achieve the goals as outlined in the service philosophy and goals by sharing expertise, modelling best practice, providing feedback, and leading discussions at regular team meetings.
- Support parents/guardians through creating an inclusive and welcoming environment where sharing of information about their child is encouraged, concerns are responded to in a prompt and courteous manner, suggestions and/or ideas for improvement are acknowledged and additional support agencies are accessed if required.
- Support and encourage parents/guardians and children's involvement in their local and wider community, through participation in appropriate projects and/or events and engaging children in sustainable practices within the service.

Homework:

To support parents/guardians and children, OSHC services will offer children time, quiet space and supervision to enable children to do their homework if they choose to. Educators will not be responsible for signing off on homework.

The Environment:

The physical environment plays an important role in children's experiences. This relates not only to the materials and equipment provided, but also how these are placed, how the environment is organised and its creativity. Including the amount of choice available to children and the flexibility of changing the environment to suit children's play.

The environment will provide a variety of experiences that encourages creativity, inclusion, curiosity, play and learning outcomes in secure, supervised routines. The indoor environment will be organised to reflect the interests and developmental needs of all children, such as creative, cognitive and manipulative play. Resources will reflect the cultural diversity in our community and avoid stereotyping of any group. Educators will encourage non gendered play. Availability of resources will be evaluated and updated in accordance with the program and children's developing interests.

The environment should be arranged so that

- Each activity flows into the next
- There is sufficient space for small group activities. Furniture is multipurpose
- Adult supervision is effective throughout the entire environment
- There is open shelving containing a wide range of resources to encourage child initiated experiences.
- Creative materials are freely available, craft items, writing resources. There is a range of literary resources; books, magazines, newspapers
- There is a range of resources to provoke imaginative play.
- Construction resources are available daily to encourage engineering/science and problem solving skills.
- Board games and puzzles provided enhance cognitive skills.
- Recycled packaging for loose parts play.
- Children will have the opportunity for free flow between indoor and outdoor play (temperatures permitting)

Learning Frameworks and Curriculums

The Early Years Learning Framework

(EYLF) - Birth to 5 years

The Early Years Learning Framework underpins universal access to early childhood education and is incorporated in the National Quality Standard.

- 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.
- Each early childhood service will develop their own strategy to implement the Framework, taking their own unique context into consideration.
- An Educators' Guide to the Early Years Learning Framework, to support implementation of the Early Years Learning Framework, is available to download from the ACEQA website.

The Queensland Kindergarten Learning Guideline

(QKLG) – 3.5years to 4.5years

The Queensland kindergarten learning guideline (QKLG) provides advice for planning, interacting with children, monitoring and assessing, and sharing information in kindergarten contexts.

The guideline:

- is based on the Early Years Learning Framework for Australia (EYLF)
- is an approved framework – see Quality Standard 1.1 in the National Quality Standard (NQS)
- helps services meet the criteria for an approved kindergarten program. For more information, contact the Office for Early Childhood Education and Care (OECEC).
- The continuation of learning and development: Queensland kindergarten learning guideline companion is a professional resource that helps teachers assess and reflect on evidence of children's learning progress and plan ways to promote continuity of children's learning and development.
- Transition to school from Kindergarten to Prep
- Professional development materials
- The professional development materials support services to implement the QKLG.
- Using the professional development materials (PDF, 281 kB) development Download documents from Queensland Curriculum Assessment Authority <https://www.qcaa.qld.edu.au/>

My Time, Our Place

(MTOPI) – 5 to 13 years

My Time, Our Place—Framework for School Age Care is incorporated in the National Quality Standard. The Framework will ensure that children in school age care will have opportunities to engage in leisure and play-based experiences which are responsive to the needs, interests, and choices of the children attending the service and contribute fully to their ongoing development.

- It supports and provides guidance to Educators working with school age children in outside school hours' care, long day care, and family day care settings.
- The Framework for School Age Care builds on the Early Years Learning Framework and extends the principles, practice and outcomes to accommodate the contexts and age range of the children and young people who attend school age care settings. Each school age care service will develop their own strategy to implement the Framework, taking their own unique context into consideration.
- The Framework for School Age Care and the Parents/Guardians' Guide are available for download on the ACECQA website

4. BREACHES OF THIS POLICY

Appropriate disciplinary action will be taken against a person who is found to have breached the requirements contained within this document. Action taken will depend on the nature and circumstance of each breach and could include: an official warning and note on the individual's personnel file; a formal written and/or verbal apology; counselling; demotion; transfer; or suspension or dismissal for very serious matters.

5. ENQUIRIES

Catholic Early Learning and Care Executive Director - admin@cclc.catholic.org.au

6. SEE ALSO

Legislation

- Education and Care Services National Regulations 2011
- Regulation 73-76
- Education and Care Services National Law Act 2010
- The National Quality Standards for Education and Care Services 2018

Framework Information

- Queensland Curriculum Assessment Authority.
- Office of Early Childhood Education and Child Care

- [Education.gov.au/universal-access-early-childhood-education](https://www.education.gov.au/universal-access-early-childhood-education)
- Early Years Learning Framework
- My Time Our Place
- Queensland Kindergarten Learning Guide

7. APPROVAL



Vicki Bell
Executive Director
Catholic Early Learning and Care
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