

Early Learning

Educational Program and Practice Policy

Policy Statement

Uniting Early Learning is committed to:

- supporting each child to strive for learning outcomes consistent with an approved learning framework;
- providing a high quality curriculum that is based on reflective practice, critical analysis and planning;
- providing an educational program where children can learn through play and are supported to make decisions, problem-solve and build positive relationships with others;
- creating an environment that supports, reflects and promotes equitable and inclusive behaviours and practices;
- developing programs that are accountable to families and children, organisation and funding and regulatory bodies;
- involving families in the development and review of educational program and practice.

Executive Summary

Children learn from birth and their interactions with the world around them will build the foundation for their lifelong journey of learning. Uniting Early Learning recognises children’s agency and views from birth, and will provide educational programs that are; simultaneously nurturing and engaging, enhance children’s learning and development, and are based on approved learning frameworks to support children to be confident and creative learners.

Program development will be in accordance with the Uniting mission, promise, values, foundation and guiding principles, service philosophy and compliant with relevant legislation and funding guidelines. Contemporary pedagogical theories and perspectives will guide educators to develop programs that support and extend children’s learning, development and wellbeing. Each child is recognised as a citizen, with the right to participate in decisions that affect them, which includes their learning. Their developmental strengths, challenges, interests, capabilities and participation will actively influence the creation of learning environments and programs.

Each service will implement a program planning cycle, built on the principles of continuous improvement, which will include a suite of documentation that demonstrates each child’s progress correlated to the learning outcomes of the educational program. Educators will collect evidence, analyse and use a professional inquiry approach to develop intentional teaching strategies, for both individuals and groups of children.

It is expected that educators, children, families, and other relevant professionals will work together in partnership, to co-construct and evaluate learning programs. Cultural and social contexts will be valued and included, to reflect the diversity of local communities. Regular communication between the service and parents will provide ongoing information about the content and implementation of the educational program, their child’s participation in the program and documentation relating to assessments or evaluations of their child.

DOCUMENT TITLE & NUMBER		EDUCATIONAL PROGRAM AND PRACTICE POLICY		
Content Owner	Uniting Early Learning – Head of Early Learning			Page 1 of 3
Document Author	EL Practice Manager	Document Version	V 4.0	Policy No. 026
Date Published	17/12/2018	Revision Due Date	17/12/2020	Approved

Printed hard copies of this document are considered uncontrolled.

Please refer to the Uniting Intranet/Document Management System for the latest version.

Current Environmental Context

The following current, approved learning frameworks are underpinned by practices and principles that encourage reflection and provide educators with a thorough understanding of the pedagogy of early childhood curriculum in a contemporary context.

- *Belonging, Being and Becoming* – The Early Years Learning Framework for Australia
- *My Time, Our Place* – Framework for School Age Care in Australia
- *Victorian Early Years Learning and Development Framework*

All educational programs delivered in a Uniting Early Learning service will contribute to the following learning outcomes for each and every child:

- Children have a strong sense of identity.
- Children are connected with, and contribute to his or her world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.

A copy of the educational program will be displayed at the service and be accessible to all, including parents.

The guiding principles of Uniting Early Learning (refer to *Attachment 26b*) services and the documented service philosophy is to underpin the educational program.

To support children to be curious and enthusiastic participants in their own learning, play, leisure and wellbeing experiences provided will be child focused and respectfully value and reflect children’s thinking, ideas and interests.

Educators will include information from a wide range of sources to help them assess and plan effectively. The content of learning experiences and activities; will include; literacy, numeracy, science, the arts, the humanities, and technology. The physical environment plays a key role in the delivery of quality programs and is to be considered at all stages of planning. A variety of intentional teaching strategies are to be used to maximise children’s learning opportunities and to make learning visible to all.

A pedagogical leader will be nominated to lead the development and implementation of the educational program at the service. This person will have suitable qualifications and experience, as well as a thorough understanding of the relevant approved learning framework, enabling them to guide other educators in planning and reflection, and to mentor colleagues in implementation practices (refer to *Attachment 26d*).

Attachment 26a: Responsibilities relating to the Education Program and Practice Policy

Attachment 26b: Uniting Early Learning Guiding Principles

Attachment 26c: Early Years Planning Cycle

Attachment 26d: Educational Leader Responsibilities

Form 26.1: Educational Leader Acceptance-[Click here](#)

DOCUMENT TITLE & NUMBER	EDUCATIONAL PROGRAM AND PRACTICE POLICY			
Content Owner	Uniting Early Learning – Head of Early Learning			Page 2 of 3
Document Author	EL Practice Manager	Document Version	V 4.0	Policy No. 026
Date Published	17/12/2018	Revision Due Date	17/12/2020	Approved

Printed hard copies of this document are considered uncontrolled.

Please refer to the Uniting Intranet/Document Management System for the latest version.

Reference/Sources

This policy should be read in conjunction with:

Keeping Children Safe Policy of the Uniting Church in Australia Synod of Victoria and Tasmania, Approved May 2017.

- Code of Conduct Policy-L1
- Environmental Sustainability Policy
- Inclusion and Diversity Policy-L1
- Access & Equity Policy –L2
- Interactions with Children Policy
- Nutrition Oral Health and Active Play Policy
- Participation of Volunteers and Students Policy
- Sun Protection Policy
- Supervision of Children Policy
- Water Safety Policy
- Assessment for Learning Tool. Victorian Curriculum and Assessment Authority www.vcaa.vic.edu.au
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia: <http://education.gov.au/early-years-learning-framework>
- Children’s Services Act 1996: Section 26B, 323
- Children’s Services Regulations 2009: Regulations 40, 41, 93
- Developing a Culture of Learning through Reflective Practice. Information Sheet. National Quality Standard. Australian Children’s Education & Care Quality Authority (Oct 2016)
- Education and Care Services National Law Act 2010: s168
- Education and Care Services National Regulations 2011: 173, 74, 75, 76.
- Educators’ Guide to the Early Years Learning Framework for Australia: <http://education.gov.au/early-years-learning-framework>
- National Quality Standard Professional Learning Program: www.earlychildhoodaustralia.org.au/nqsplp
- National Quality Standard, Quality Area 1: Educational Program and Practice
- Supporting Agency: Involving children in decision making. Information Sheet. Quality Area 1 National Quality Standard. Australian Children’s Education & Care Quality Authority (Oct 2016)
- Victorian Early Years Learning and Development Framework – Resources for Professionals: www.education.vic.gov.au/earlylearning/eyldf/profresources.htm
- Tasmanian Licensing Standards for Centre Based Child Care Class 5 2014. Standard 5, 5.1, 5.2
- The Child Care Act 2001 (Tas)

Authorisation

This policy was adopted by Uniting Early Learning on: 17 December 2018

Review

This policy is to be reviewed by: 17 December 2020

DOCUMENT TITLE & NUMBER		EDUCATIONAL PROGRAM AND PRACTICE POLICY		
Content Owner	Uniting Early Learning – Head of Early Learning			Page 3 of 3
Document Author	EL Practice Manager	Document Version	V 4.0	Policy No. 026
Date Published	17/12/2018	Revision Due Date	17/12/2020	Approved

Printed hard copies of this document are considered uncontrolled.

Please refer to the Uniting Intranet/Document Management System for the latest version.