

Family Day Care

Children's Education and Care Program

Section: 1 Educational Program and Practice

Policy ID Number: 1.1

Link to National Quality Standard: 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.3.3, 7.2.2

Link to Education and Care Services National Legislation: As168, r73 – r76, r323

1 Policy Statement

All children in Family Day Care will be provided a high-quality education program based on their developmental needs, interests and experiences; considering the individual differences of each child.

2 Rationale

Family Day Care is committed to creating and maintaining a child safe organisation, where protecting children and preventing and responding to child abuse is embedded in the everyday thinking and practice of all staff, Educators, Educator household members, work experience/work placement students and volunteers irrespective of their involvement in child related duties.

To support Educators to understand the requirements in relation to developing, delivering and reflecting on a program for children.

To ensure a high-quality children's program is delivered to each child in care, meeting their individual needs and circumstances.

To ensure families are kept informed about their child's individual learning and development and the program their child is engaged in.

3 Procedures

3.1 Educational leadership

- The service has delegated Educational Leaders to support Educators in delivering their educational programs and engaging in reflective practice, with support from the Coordinator of Children's Services.
- Educators, supported by the Educational Leaders and Coordination Unit staff, provide care and education programs based on approved learning frameworks, including the National Early Years Learning Framework, My Time, Our Place, and the Victorian Early Years Learning and Development Framework.
- The service philosophy guides Educators planning and practice in delivering the care.
- Educational Leaders provide support to Educators by conducting focused visits, facilitating mentoring groups and training as well as linking Educators to professional development that strengthens their ability to deliver quality programs for children.
- The Educational Leaders / Resource Officers, in collaboration with the Children's Services Coordinator, ensure that all team members provide ongoing support to Educators.

3.2 The children's program

- The children's program will contribute to the following Learning Outcomes for each child:
 - the child will have a strong sense of identity;
 - the child will be connected with and contribute to his or her world;
 - the child will have a strong sense of wellbeing;
 - the child will be a confident and involved learner;
 - the child will be an effective communicator.
- Educators will develop the program based on the developmental needs, interests and experiences of each child in their care.
- The individual needs of each child and family will be reflected in the children's program, as well as including interactions with the broader community. EG: Library visits, visits to local parks, playgroups, visits with other Educators.
- The Educator will ensure that diversity and cultural competence are embedded in the environment/program and provide an open and accepting setting for all children and families.
- Aboriginal and Torres Strait Islander cultures are reflected in each Educator's program.
- Educators will consider each child's requests and feedback, use their engagement with the provided experiences to guide practice, and respond to incidental events as they arise.
- Families will be invited to comment on and contribute to the children's program.
- Educators will regularly reflect on the program, modify and adjusting it as needed to ensure it continues to meet each child's changing needs.
- Educators will use intentional teaching as appropriate to introduce children to concepts and ideas that will further develop their learning and development.
- Educators will consider the level of participation that is required by them in the program, such as fostering conversation in the group to promote the learning experience.

3.3 Documenting the program and children's learning

- Educators will document the children's program and ensure this is displayed in a place that is accessible to families, either on paper or digitally.
 - The children's program will consider all aspects of the day including the indoor and outdoor environment, routines and transitions and experiences provided.
- The Coordination Unit will provide Educators with a template to support them to document their program. Educators are NOT required to use this template; however, it will outline the minimum requirements for documentation of the children's program. Educators can meet these programming and documentation requirements in any format that suits them and the children and families they are working with.
- The documented program must be updated at least once a month and must include adjustments and reflections.
- In accordance with the EYLF cycle of program planning and the National Quality Standard, Educators will document the children's program and each child's learning and development. Documentation may be completed digitally or in hard copy and will be stored confidentially, in line with regulatory requirements and made available only to the child, their family and the Coordination Unit.

Preschool aged children

- The Educator will document observations they have made about each child's:
 - developmental needs, interests, experiences and participation in the program; and
 - progress against the outcomes (listed above).

Primary school aged children

- Where an Educator provides before and after school care and/or school holiday program care they will document evaluations of the child's wellbeing, development and learning.

3.4 Documentation expectations of Educators by staff are:

- Observations: It is recommended that there should be individual entries indicating a child's learning for each week a child is in care. There should also be group entries about the children which evidence the group interactions and achievements.
- Program Plan: The Program Plan should be for a period no longer than one month. There are to be entries/information which explain how the Plan has evolved and changed over the month.
- Documentation will be a holistic process where all these elements are brought together and assessed in their entirety.
- The EYLF and VEYLDF do not have prescribed ways to document learning or set amount of documentation that is to be done. The Coordination Unit strongly recommends that Educators maintain and update their records each week. All documentation needs to be sufficient to meet the requirements listed above. The Educational Leaders and Resource Officers will support Educators in developing methods to record children's learning on an ongoing basis.
- When a child leaves the service or an Educator resigns, the Educator is required to return all documentation in relation to the program and each child to the Coordination Unit. Families may also request documentation relating to their child at any time.

3.5 Cycle of planning

- Educator documentation, including program planning and records of children's learning, will be clearly interlinked with program delivery to evidence an ongoing Cycle of Planning, in line with the ACECQA-recommended Cycle of Planning outlined in the EYLF v2.0. Educational Leaders / Resource Officers will collaborate with and support Educators to implement and maintain this process.

4 References

- [Education and Care Services National Law Act](#)
- [Education and Care Services National Regulations](#)
- [National Quality Standards](#)
- [ACECQA](#)

5 Definitions

Term	Definition
Diversity	The Merri-bek community is diverse and made up of people from many different backgrounds and abilities. Merri-bek City Council promotes the inclusion of everyone.

Term	Definition
	Family Day Care will provide an inclusive environment that welcomes all children and families including those that are Aboriginal and Torres Strait Islander, that are culturally diverse, that have diverse abilities and are gender diverse.

Revision History

Date	Revision No.	Revision Section	Revision Description
February 2022	1.0	All	Initial Policy Release (creation date)
February 2026	2.0	2, 3.1, 3.2, 3.3, 3.5	Updated to reflect new legislation changes.
February 2028	Next Review Date		

Appendix A: Cycle of Planning

Quality Support Program

Observing/collecting information

What do I know about this child, including:

- current knowledge
- skills and abilities
- strengths and interests
- culture?

- How is information gathered on children? Is there evidence of this?
- How does the information add value to outcomes for the children?
- How do I ensure that my observations are meaningful and more than just a description of what children are doing or have done?
- How can I ensure that the information is relevant to individual children and reflects the whole child?
- Where is the information that I collect documented?
- What formats do I use? Do they capture the essential information?

Reflecting/evaluating

How effective, meaningful and relevant were the:

- observations and analysis
- responsive and intentional teaching
- planned program?

- How do my reflections give a picture of the whole child?
- How do they inform practice changes?
- How is the evaluation more than sharing how the children did or didn't enjoy the experience?

Analysing learning

What does the information tell me about what and how the child is learning?

- Where can this be found in my documentation?
- Do I address the 'what', 'why' and 'how' children are learning it?
- How does this link to the Approved Learning Frameworks?

THE PLANNING CYCLE

REFLECT

OBSERVE

ANALYSE

PLAN

IMPLEMENT

Implementing

How will I use the curriculum to support children's learning and wellbeing, including routines, transitions, interactions, indoor and outdoor environments, group projects and investigations?

- Do I ensure program learning opportunities by using all aspects of the day?
- Is this visible?
- How does it reflect play-based learning?
- How does it allow for children's agency and choices?
- How is it visible in the learning spaces so that children can engage with it?

Are there any gaps?

- What do I need in order to improve?
- Where are the clear links throughout the cycle?

Planning

What are my intentions for furthering learning and development? What strategies and experiences will I provide?

- When do I plan?
- How do I plan?
- Is the planning visible?
- Is it responsive to the children's interests, abilities and strengths?
- How do I design and plan learning experiences and learning environments?
- How are the resources decided upon?