

# EDUCATIONAL PROGRAM AND PRACTICE POLICY



## 1.0 PURPOSE

We aim to enhance children’s learning, development and wellbeing through the pedagogical practices of educators in a positive learning environment through which the five learning Outcomes from the *Early Years Learning Framework (EYLF)* are supported and promoted. Educators will gather and interpret information about children as individuals to inform the preparation of the environment, and implement experiences that are engaging and meaningful, supporting children’s holistic development.

## 2.0 SCOPE

This Policy applies to children, families, staff and management of the Service.

## 3.0 PRINCIPLES AND PRACTICE

The Early Years Learning Framework puts children’s learning at the core and comprises three inter-related elements: Principles, Practice and Learning Outcomes. All three elements are fundamental to early childhood pedagogy and curriculum decision-making. The following are five Principles that reflect contemporary theories and research evidence concerning children’s learning and early childhood pedagogy.

- Secure, respectful and reciprocal relationships.
- Partnerships with families.
- High expectations and equity.
- Respect for diversity.
- Ongoing learning and reflective practice.

The principles of early childhood pedagogy underpin practice. Educators draw on a rich repertoire of pedagogical practices to promote children’s learning by:

- adopting holistic approaches;
- being responsive to children;
- planning and implementing learning through play;
- intentional teaching;
- creating physical and social learning environments that have a positive impact on children’s learning;
- valuing the cultural and social contexts of children and their families;
- providing for continuity in experiences and enabling children to have successful transition; and
- assessing and monitoring children’s learning to inform provision and to support children in achieving learning outcomes.

## 4.0 NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child's learning and development.
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.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
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.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
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.
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.
1.3	Assessment and planning	Educators and coordinators take a planned and reflective approach to implementing the program for each child.
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.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
73	Educational programs
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
118	Educational leader
148	Educational leader
168	Educational and care service must have policies and procedures
254	Declared approved learning frameworks

## 5.0 DEFINITIONS

WORD/TERM	DEFINITION
Approved Provider / Nominated Supervisor	The Approved Provider / Nominated Supervisor is the person who is in charge of the Service.

Curriculum	Curriculum in early childhood settings refers to all the things that children experience. The glossary in the EYLF defines curriculum as “all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children’s learning and development.”
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## 6.0 ROLES AND RESPONSIBILITIES

*See Roles and Responsibilities under specific headings (Curriculum Planning, Cultural Competence and Inclusion) under the Policy Statement.*

## 7.0 POLICY STATEMENT

Research accentuates that quality educational programs significantly influence children’s development in all areas. We have the opportunity to provide a supportive learning environment and program, gaining inspiration from the children and families. Thoughtfully planned experiences and environments encourage the children to feel a sense of control over their actions, be curious and investigate, and explore their understanding of themselves, others, and the world around them.

To ensure the curriculum we provide for the children, meets the individual needs of each child and family, we always consider the Education and Care Services National Regulations 2011, The Guide to the NQS and the Early Years Learning Framework (EYLF). We have developed this Policy in consultation with educators, staff and families as a guideline for developing curriculums within the Preschool.

The curriculum provided will include the following areas of focus: Identity, Community, Wellbeing, Learning and Communication as identified in the Early Years Learning Framework. Each child’s learning, development and wellbeing is supported and extended by the play based and child centred curriculum.

Educator relationships with children and small groupings are key strategies implemented to develop a sense of Belonging, Being and Becoming which are fundamental to the EYLF. Educators are knowledgeable of the Early Years Learning Framework which encompasses the Learning Outcomes, Principles and Practices which are all vital to the framework. The five Learning Outcomes are designed to capture the integrated and complex learning and development of all children. The outcomes are:

- Children have a strong sense of identity;
- Children are connected with and contribute to their world;
- Children have a strong sense of wellbeing;
- Children are confident and involved learners; and
- Children are effective communicators.

Educators will use observations using a wide range of methods to develop a deep understanding of each child to support them and their family in developing appropriate plans and goals for each child. 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 the world around them.

Educators encourage children to make choices and decisions that influence events and experiences in their world by promoting each child’s sense of agency. Educators recognise children’s agency and demonstrate a commitment to listening to, and respecting children. The educational program and practice at the Preschool is stimulating and maximises opportunities for enhancing and extending each child’s learning, development and wellbeing. Play is a central part of the Early Years Learning

Framework and is recognised by the United Nations within the Convention on the Rights of the Child, as every child's right, in Article 31.

The educational program and practice, values and respects Aboriginal and Torres Strait Islander perspectives, histories, identities and connections to community, family and Country as reflected in our day-to-day practice and Reconciliation Action Plan.

The Preschool is managed in a COVID-19 safe manner with consideration for attendance, cleaning, arrivals and departures, visitors, orientation, transition to school, excursions, personal hygiene, sick children or staff, ventilation and celebrations. These factors are considered within the educational program and practice.

### **Curriculum Planning**

Educator's plan and document curriculums in order to provide experiences which respond to the children's knowledge, understanding, skills, development, strengths, cultures, abilities, interests and ideas. The planning formats educators use, may differ in presentation but will all include planned and spontaneous experiences, comments about experiences (from children, educators and families), group activities, reflections and forward planning. These will be available for families to view each session. Educators working in teams with groups, initiate meetings prior to sessions to discuss plans, routines and events. Teams reflect together after a session to discuss achievements, challenges and areas that may need to be changed or modified. Our Preschool recognises the importance of teams collaborating by allocating a 2-hour block of uninterrupted time for the Early Childhood Teacher and Assistant Educator to develop curriculums, reflect together, and to prepare documentation for groups and individuals.

Educator's document and analyse children's play and record their journey in order to know what and how they are learning, as a basis for guiding future planning decisions. Curriculums are flexible and follow the children's needs and interests as they arise. Feedback will be sought from families about the group curriculum and the learning journey of their child. Educators document each child's learning according to the planning cycle process below.

Educators collect information on each child, analyse what that information tells them about how to support the child's learning further, document, plan experiences to incorporate into the program, implement the program and then reflect on what has been learned.

Educators plan the program including:

- Strategies and experiences for individual children (based on their goals).
- Experiences to support achievement of group goals.
- Experiences to extend emerging strengths, abilities and interests.
- Experiences that follow up on input from families.
- Experiences related to relevant community events.

The planning cycle is used to develop programs that enhance and extend the learning, development and wellbeing of all children. Each step of the planning cycle is outlined below including questions to provoke deep thinking and reflection.

**Observing/collecting information:** What do I know about this child, including current knowledge, skills and abilities, strengths, interests and culture?

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

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

**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?

**Reflecting/evaluating:** How effective, meaningful and relevant were the:

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



**Intentional Teaching Occurs When Educators:**

- Encourage and promote children’s learning through play by using specific teaching strategies.
- Observe children’s play in order to know when to move into the play to sustain, extend, scaffold, provoke or support children’s thinking. In analysing play observations, an educator responds intentionally by planning strategies to teach a new skill, concept or to practise existing skills.
- Create stimulating, inviting, secure, safe and challenging environments that promote play interactions.
- Are responsive to children and engage in intentional teaching with an inquiry orientation.
- Recognise when opportunities are presented in the learning environment and use a range of teaching strategies to extend and assess children’s learning, development and wellbeing.

**When Planning the Environments for Learning, Educators Will Need to Consider:**

- The components of the physical environment are referenced strongly in the Preschool Philosophy (which include furniture, resources, light and acoustics) and how physical elements such as these can support or hinder play. Indoor spaces are well ventilated and air humidifiers are located in each play space and the foyer.

- Provocations for learning which invite sensory exploration and investigation using a range of resources, media and technologies.
- Aesthetics or the beauty of the environment which will surround children and adults and be kept in an uncluttered manner.
- Positioning of equipment and resources so that children can access them safely and in ways that respect their agency and competency.
- Providing open ended equipment and resources which children can use in multiple ways to promote exploration and creativity.
- Providing a safe and supported environment so that children learn to take appropriate risks in learning and exploration.
- Planning the daily routine so that children have large blocks of time to develop quality play themes and experiences.
- Collaborating with children and families to regularly assess the environment to ensure it promotes quality play-based learning experiences.
- Ensuring all children have daily access to natural materials in both indoor and outdoor environments.
- Making a variety of media available so that children can explore and use to represent or express ideas.
- Documenting play experiences in the environment to comment on and reflect upon to modify and extend in order to maximise outcomes for children.

### **How Will Educators Record the Children’s Journey, Development and Interests?**

We use documentation across the Preschool using a number of styles and methods to record each child’s journey.

We will use:

- Anecdotal observations of what the child is doing and which demonstrate growth and learning,
- Artwork,
- Photos,
- Learning stories (group or individual),
- Developmental checklists,
- The OWNA app to share learning documentation and programming information,
- Summative assessments based on the Outcomes are completed regularly,
- Daily diaries which include a brief reflection of the curriculum,
- Documenting parent/carer conversations,
- Group reflection journal – daily or weekly according to group preferences,
- Individual portfolios,
- Reflection cycle, and/or
- Web diagrams.

We will also maintain records that illustrate participation and achievements. In order to gain a greater understanding of each child, staff may document reflections about behaviour or reactions to an experience in order to plan effective experiences based on their interests, skills and developmental needs.

Each child has a portfolio which is available to children and families to read and includes but is not limited to observations and records. Children and families have access to the portfolio at all times. The children and families are given their portfolio at the end of the year as a record of the child’s

journey at preschool. This is owned by the children and families and is built upon throughout the year. Families will be encouraged to add to this also. This is designed in different formats across the Preschool.

We know that children thrive when families and educators work together in partnership to support young children's learning. (EYLF)

This will be done by:

- informal talks,
- planned interviews prior to beginning Preschool and mid-year interviews to review goals and share information about their child,
- individual communication books,
- asking parents for feedback,
- providing families with individual and group goals,
- providing families with summative assessments about their child's learning, development and wellbeing,
- opportunities to view developmental records and portfolios,
- inviting families to special events,
- family BBQ's,
- general meetings,
- information sessions,
- helper duty, and
- the opportunity to assist and support on excursions and incursions.

It is our intent to involve families at every opportunity.

#### **The Approved Provider Will:**

- Ensure educators are given appropriate time before the session to set up play environments and to discuss plans for the day. Opportunities will be provided at the end of the day to pack away and complete documentation and reflection within teams to make plans for future sessions, as well as other regulatory items needing to be completed.
- Encourage and support educators to further build on their knowledge by participating in professional development based on educational program and practice. Encourage staff and educators to include professional development they would like to participate in, during their Staff Reflective Practice Review. Professional development can include webinars, conferences, readings provided by the Educational Leader, meetings with professional organisations, staff meetings that build on team knowledge and attendance at training events.
- Designate a suitably qualified and experienced Educational Leader to direct the development and implementation of educational programs and practice at the service. When employing the Educational Leader, being considerate and realistic to the hours needed to fulfill this position.
- Ensure the staff record includes the name of the Educational Leader at the service.

#### **The Nominated Supervisor and Responsible Person Will:**

- Develop collaborative relationships with families to achieve quality outcomes for all children building on understandings of diversity, especially Aboriginal and Torres Strait Islander cultures.
- Ensure current research is shared with Educators.
- Ensure all staff and Educators are familiar with, and are following this policy.
- Ensure that documentation and curriculum decision making is authentic.

- Ensure Educators are given time to conduct interviews prior to children starting preschool to ensure appropriate information is shared and to start building a rapport with children and families.
- Ensure that the service's Philosophy guides educational program and practice.
- Ensure the service's Philosophy is reviewed annually or when new staff are employed.
- Ensure all staff present and display their personal philosophy.
- Ensure that assessments of the child's developmental needs, interests, experiences and participation in the educational program are documented.
- Ensure a copy of the educational program is displayed at the service and is accessible to families.
- Ensure that families are provided with 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.
- Developing and evaluating the educational program in collaboration with the Educational Leader, Educators, children and families.

#### **The Educational Leader Will:**

- Provide regular support and resources to the Educators for curriculum decision making. Collaborate with Educators and provide curriculum direction and guidance.
- Provide content, information and professional development at the monthly staff meetings.
- Lead the development and implementation of the educational program, assessment and planning cycle.
- Support educators to effectively implement the cycle of planning to enhance programs and practices.
- Lead the development and implementation of an effective educational program in the service.
- Ensure that children's learning and development are guided by the learning outcomes of the EYLF.
- Ensure that documentation and curriculum decision making is authentic.
- Guide and develop Educators and families' understandings about play based learning, and the significance of the early years in the education continuum for children.
- Build the knowledge, skills and professionalism of Educators.
- Build a culture of professional inquiry with Educators and staff members to develop professional knowledge, reflect on practice and generate new ideas.
- Ensure that the service's Philosophy guides educational program and practice.
- Ensure that assessments of the child's developmental needs, interests, experiences and participation in the educational program are documented.
- Ensure documentation is written in plain language and is easy to understand by both Educators and families.
- Ensure a copy of the educational program is displayed at the service and is accessible to families.
- Ensure that families are provided with 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.

#### **Educators Will:**

- Be organised, purposeful, deliberate, intentional and informed when planning the curriculum according to the ongoing planning cycle. They will observe and gather information, analyse learning, document, plan, implement and reflect during the curriculum decision making process.
- Plan collaboratively with children, families, colleagues and other professionals.



- Work in partnership with families, recognising the important role families have in their child's life and education.
- Make learning visible to children, families, colleagues and other professionals by sharing curriculum documentation on a regular basis.
- Build upon the knowledge they have of individuals and groups of children.
- Invite families to contribute feedback about the educational program and their child's individual learning journal and developmental records.
- Make use of spontaneous 'teachable moments' to extend children's learning.
- Demonstrate flexibility in the delivery of the curriculum to incorporate children's ideas, culture and interests to ensure that experiences are relevant and engaging.
- Ensure a conscious balance between indoor and outdoor experiences are planned for each session with large blocks of unstructured time for uninterrupted, child-initiated play.
- Implement an ongoing cycle of planning, documenting, and evaluating children's learning which will underpin the educational program and involves educators in critically thinking about practice.
- Document children's experiences and their responses to the environment making children's learning visible to Educators and families and promoting shared learning and collaboration.
- Gather information from families upon enrolment regarding the child's needs, interests, and family backgrounds. This will be revisited and updates sought from families on a regular basis. This information is treated as confidential and allows Educators to provide experiences that interest and extend children's current development. We feel that it is important to develop a partnership between parents/guardians and Educators to ensure that consistency between home and the service occurs and that the best possible care and education is provided.
- Plan realistic curriculum goals for children based on observation and assessment of individual needs and interests with a focus on each child's age and stage and development.
- Seek opportunities within the routine for spontaneous play and experiences.
- Ensure critical reflection clearly exams all aspects of events and experiences from different perspectives, identifying children's learning, spontaneous play, teaching strategies, and changes that may be needed in the environment.
- Use a range of intentional teaching strategies that are responsive and inclusive.
- View children as active participants and decision makers within the curriculum and learning. Each child's voice is acknowledged and recorded in documentation, and is used to support their development, learning and wellbeing.
- View each child as unique, capable, and competent. Educators will listen and respond appropriately to children and support them to extend their ideas and play experiences.
- Display a copy of the educational program at the service in a location accessible to families.
- Ensure that there is a record of learning and development for each child, and that it is updated and maintained on an ongoing basis.
- Provide families with summative assessments about their child's learning, development and wellbeing through the year.
- Ensure regular communication is established between the service and families in relation to their child's learning and development and ask families what method of communication they prefer.
- Deliver an educational program that is stimulating and engaging, enhances children's learning, wellbeing and development, and is based on an approved learning framework
- Assess and document each child's needs, interests, experiences, participation and progress in relation to the educational program in a way that is easy to understand for families.

- Communicate regularly with families in relation to their child’s learning and development, learning goals, term summaries and summative assessments.
- The learning environment is organised and planned to amplify children’s learning.
- Use critical reflection to strengthen and continuously improve their pedagogy.
- Practice critical reflection within each element of the planning cycle. Make learning visible and explicit by documenting both group and individual learning, development and wellbeing.
- Reflect on the educational program and practice and ensure best outcomes for children and families.
- Reflect critically to inform a culture of professional inquiry and ongoing learning to understand current curriculum perspectives to inform pedagogy and curriculum decision making.
- Participate in professional development to build on knowledge and keep abreast of current theory and research.

Our Service aims to promote children’s participation in physical activity by:

- fostering children’s Fundamental Movement Skills (FMS) including, running, galloping, hopping, jumping, leaping, side-sliding, skipping, overarm throwing, catching, striking a stationary ball, kicking, underarm throwing and stationary dribbling through role modelling skills,
- providing active play experiences that encourage children to explore, be creative, and challenge their development,
- providing space, time, and resources for children to revisit and practice FMS and engage in active play,
- providing opportunities for educators to attend professional development to enhance their skills and knowledge about the importance of physical activity for children,
- providing positive instruction, role modelling, and advice to children as they develop and improve their FMS, and
- working in collaboration with families and professionals to provide active experiences that are inclusive of all children.

In NSW, our Service promotes and encourages the healthy development of children through the implementation of the Munch & Move Program (NSW Health initiative). This program supports the healthy development of children, birth to five years, by providing Educators with the knowledge and skills to support physical activity, healthy eating and reduced screen time.

### **Cultural Competence**

It is imperative we lead children in recognising and respecting similarities and differences in cultures. We ensure we are promoting an inclusive environment for all children when forming the foundation of the curriculum. Cultural competency is about having awareness, respect and understanding of the diversity around you. It is an opportunity for children to develop their sense of belonging and builds on the abilities that individual children bring with them and provides support where needed to enable all children to achieve their learning potential.

Educators who are culturally competent respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences. Educators also seek to promote children’s cultural competence. Respect for diversity is a key element of quality care and education. Recognising, understanding and respecting cultural practices and beliefs are essential for the development of identity and self-esteem. In 2021 all educators and families were invited to be involved in the development of a Reconciliation Action Plan. This was published in September 2021 and includes professional learning, actions and projects.

### **The Approved Provider and Nominated Supervisor Will:**

- Ensure we are a Centre where children realise their full potential regardless of their background, ethnicity, culture, language, beliefs, race, gender, age, socioeconomic status, level of ability, additional needs, family structure or lifestyle.
- Ensure staff and Educators are culturally competent in the ways they treat individual children and families regarding language, attitudes, assumptions and expectations.
- Ensure families are culturally competent in the ways they treat other families, Educators and staff at the Centre.
- Ensure the Enrolment Policy is current and inclusive.
- Ensure we continue to build upon our resources and equipment to foster a sense of belonging for all children who attend the Preschool.
- Apply for Higher Learning Needs Funding to support the integration of children at our Centre.
- Ensure the Centre has a budget for purchasing culturally inclusive educational equipment.

### **Educators Will:**

- Act professionally and any personal beliefs, customs, or ideas of staff, Educators, children and parents must be respected and abided by.
- Ensure they are contributing to help children realise their full potential regardless of gender, race, ability or social origin.
- Recognise children should not be disadvantaged or made to feel different because of the beliefs of their family.
- Recognise and accept all family structures. We will help children to accept that there are many family structures and each child belongs to a family.
- Provide multicultural and non-gender biased puzzles, stories, games, dress ups, posters and educational equipment.
- Acknowledge the events and celebrations of other cultures.
- Integrate cultural competence into indoor and outdoor experiences and activities.
- Encourage children to visit areas that were traditionally seen as gender biased or gender stereotypical. Ensure all children have equal access to activities, resources and experiences.
- Encourage all children to express their emotions.
- Be aware of different family structures when dealing with special days such as Mother's Day, Father's Day, religious and cultural events. Some considerations and points to reflect on our practices include:
  - being aware there is a diversity of family types and that all families are different.
  - to challenge stereotypes and biases in promoting and maintaining a culture of inclusiveness.
  - critically reflecting with a focus on implications for equity, inclusion and diversity.
  - educators' attitudes, beliefs and values about inclusion are key factors for successful inclusion.
  - being aware of our own biases and how these might impact on inclusive practice.
  - identify where biases may have informed our values, and minimise the impact of bias in our practice.
  - educators are committed to equity and avoid practices that directly or indirectly contribute to gender inequality, prejudice and discrimination.
  - challenge and address exclusion, and equity through an anti bias curriculum.
- Include cultural aspects of the community into the curriculum and avoid a 'tourist' approach.

- Encourage people from different cultures to become involved in presentations with the children and share their culture and beliefs.
- Include in the annual budget, money allocated to buy specific cultural equipment and resources.
- Be aware of other organisations that can assist in providing resources that will help with communication to children and families as well as places to borrow and buy specific educational equipment.
- Encourage children and families to contribute things from their own family and communities.
- All children and families are treated equally, fairly and with respect at all times.
- Attend professional learning opportunities in order to develop a better understanding of cultural diversity.
- Acknowledge the unique cultural and social perspectives of each family.
- Ensure that all children and families have equal access to the service, and are welcomed and respected regardless of race, culture, colour of skin, socioeconomic status, ability, family composition, belief systems or lifestyles.
- Adhere to the Early Childhood Australia's Code of Ethics.
- Encourage children to respect and value others, including those who are different from themselves.
- Ensure children do not exclude others on the basis of differences such as race, gender or ability.
- Ensure that the self-identity of each child is valued and respected.
- Encourage children to explore and accept diversity.
- Challenge bias and stereotypes. Address bias or comments about difference.
- Provide an inclusive environment and model inclusive practices.
- Ensure privacy and confidentiality is maintained at all times.
- Use unbiased language – avoid racist, sexist, discriminative, stereotyped remarks.
- Ensure own interactions are responsive to all children in the service.
- Demonstrate respect for all children and families.
- Ensure all displays, posters, cooking experiences, celebration days, children's books, materials and learning experiences are monitored to ensure they are inclusive of all people.
- Be sensitive to specific cultural behaviour or dress, which may be different to your own beliefs.
- Ensure each child's current knowledge, ideas, culture, abilities and interests are consistently incorporated and actively drive all aspects of the program.
- Gather background information during children's enrolment and orientation, giving insight into the child and family's beliefs, values and traditions.
- Pronounce and spell children's names correctly.
- Find out which festivals are important to children and families.
- Advocate and support the maintenance of the family's home language in conjunction with their wishes.
- Providing children with the opportunity to explore multicultural resources at their leisure. Build on the children's knowledge through open discussions.

## **Inclusion**

The Early Years Learning Framework suggest that inclusion involves taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum-decision making processes. The intent is to ensure that all children's experiences are recognised and valued, and that all children have equitable access to resources and participation, and opportunities to demonstrate their learning and to value

difference (EYLF p24). Educators recognise and respond to barriers to children achieving educational success. In response they challenge practices that contribute to inequities and make curriculum decisions that promote inclusion and participation of all children. By developing their professional knowledge and skills, and working in partnership with children, families, communities, other services and agencies, they continually strive to find equitable and effective ways to ensure that all children have opportunities to achieve learning outcomes (EYLF p13).

Inclusion is about including every child holistically by embracing diversity and providing opportunities for all children to participate and benefit. Every child has the right to participate.

The NQF promotes the valuing of diversity, including Aboriginal and Torres Strait Islander People, people from culturally and linguistically diverse backgrounds, people with a disability, as well as people from diverse family compositions.

#### **The Approved Provider Will:**

- Ensure that all children at the Centre who have a disability, additional needs or cultural background are provided with an appropriate preschool program that supports their needs, interests, learning, wellbeing and development.
- Support the Nominated Supervisor to apply for appropriate funding to support children where needed.

#### **The Nominated Supervisor Will:**

- Apply for Higher Learning Needs Funding for children requiring additional support.
- Purchase relevant equipment pertaining to that child's needs from money allocated in annual funding or from successful Higher Learning Needs Funding or draw on funding for culturally and linguistically diverse families.
- Employ suitably qualified additional needs workers to support a child's inclusion where money is allocated by Higher Learning Needs Funding.
- Ensure culturally and linguistically diverse families are supported during the enrolment process and during the year when needed.

#### **The Educators Will:**

- Ensure programming includes strategies, routines, resources and experiences that fosters each child's needs, interests and development.
- Keep in contact with other agencies, professionals and organisations involved.
- Arrange regular meetings with families and other organisations, agencies or professionals.
- Ensure that parents are provided with ample information regarding their child's progress.
- Keep individual objectives for children with additional needs, along with a summary evaluating these objectives, and up to date learning profile records.
- Provide information to parents about access and support services.
- Ensure that equipment in the program is suitable for children with additional needs.
- Encourage children to respect and value others, including those who are different from themselves.
- Ensure children do not exclude others on the basis of differences such as ability.
- Provide an inclusive environment and model inclusive practices.
- Ensure privacy and confidentiality is maintained at all times.
- Ensure interactions are responsive to all children in the service.

- Demonstrate respect for all children and families.
- Ensure all displays, posters, children's books and other materials are monitored to ensure they are inclusive.
- Provide an educational program which aims to reflect principles of inclusion, equity and diversity in action.
- Work in partnership with families to provide an educational program that meets the child's needs and is consistent with the family's culture, beliefs and practices. Specific requests will be honoured where practical to demonstrate respect and ensure continuity of care.
- Adapt the environment, routines, resources and educator arrangements in order to facilitate inclusion.
- Create opportunities for children to learn about and celebrate the diversity that exists in the Preschool and in the broader community.
- Demonstrate high expectations for all children in the program.
- Produce an inclusive environment which consistently welcomes families and children and where there is a sense of organisation and coordination.
- Have the capacity to respond to the individual needs of all children in the Preschool program.
- Plan and implement a program which incorporates the individual goals of the child with additional needs.
- Ensuring the program provides opportunities for participation and interaction with other children.
- Ensure all children are respected and their individuality and potential recognised, valued and nurtured.
- Implement activities and play equipment that will offer children opportunities to develop in an environment free from prejudice and discrimination.
- Support families with communication using a range of different methods.

#### **The Families Will:**

- Indicate in writing if known on Enrolment Application Forms and Confidential Enrolment Form any inclusion support or diagnosis the child may have.
- Provide educators with reports and documents from other agencies who work with their child.

## **8.0 REFERENCES**

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Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

United Nations Convention on the Rights of the Child

Guide to the National Quality Framework. (2017). (Amended 2020).

Munch & Move: <https://www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx>

Revised National Quality Standard. (2018).

## 9.0 RELATED POLICIES AND PROCEDURES

Code of Conduct Policy Environmental Sustainability Policy Excursion Policy Family Participation and Communication Policy Providing a Child Safe Environment Policy Acceptable Use Policy for ICT Resources	Relationships with Children Policy Mutual Confidentiality Agreement Privacy and Confidentiality Policy Supervision Policy Online Privacy Policy Social networking policy
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## 10.0 REVIEW

POLICY REVIEWED BY	Jacinta Shanahan	Educational Leader / Assistant to the Director / Preschool Teacher	
POLICY REVIEW DETAILS		NEXT REVIEW DATE	SEPTEMBER 2025
SEPTEMBER 2022	<ul style="list-style-type: none"> <li>Included clear information about the planning cycle.</li> <li>Format changed.</li> <li>Current terminology included.</li> <li>Electronic documentation and communication tool included with reference to the OWNA app.</li> <li>Feedback and input from educators sought.</li> </ul>		
POLICY REVIEW HISTORY	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
N/A	<ul style="list-style-type: none"> <li>N/A</li> </ul>	N/A	