EDUCATION AND CARE GUIDING PRINCIPLE

Educational Program Planning and Practice

Purpose

Cumberland City Council's education and care services developed this Educational Program Planning and Practice Guiding Principle to complement the EYLF and MTOP and provide a benchmark to support and guide educators in providing an intentional teaching approach and an interest-based developmentally appropriate program for all children.

Council's education and care services comply with the NQF and NQS and specific standards have been developed which are reflective of the nature of each service, the philosophy of educators, the age of children in care and the type of care provided for children and families, creating an inclusive environment which we believe is fundamental in the development of the holistic child.

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Definitions and terms of reference

Becoming:	Reflects the process of rapid and significant change that occurs in the early years as young children learn and grow
Being:	Recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves
Belonging:	Acknowledges children's interdependence with others and the basis of relationships in defining identities. Relationships are crucial to a sense of belonging
CCFDC:	Cumberland Council Family Day Care
CDO:	Child Development Officer
Developmental:	There is a folder of developmental reference material for staff to use to support their journal entries. They are not considered to be a journal entry alone; they are to be used to support a journal entry
Documentation:	Usually maintained in children's journals or portfolios. Developmental descriptive documentation that reflects the development of the individual child may reflect on an anecdote or creation relevant to an individual child
Educational leader:	is a person, the approved provider of an education and care service designates in writing to be a suitably qualified and experienced educator to lead the development and implementation of educational programs in the service
Educators:	Early childhood/school aged practitioners who work directly with children in early childhood and school aged settings
EYLF:	Early Years Learning Framework. We use learning outcomes to support journal entries/programs/learning stories
FDC:	Family Day Care
Families:	Parents, guardians and/or caregivers
Inclusive/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. The intent is also to ensure that all children have equitable access to resources and participation and opportunities to demonstrate their learning and to value difference
Intentional teaching:	involves 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
Jotting:	Quick notes taken regarding a child's interaction with their environment, usually brief and not reflective. This alone would not be sufficient as a 'journal/portfolio entry'
Kindyhub	A secure web-based software enabling educators to simplify and streamline documentation and enhance communication with families and share the child's development progress as it occurs
LDC:	Long Day Care

MTOP:	My Time, Our Place Framework for school aged care using learning outcomes to support journal entries/programs/learning stories
NQF:	National Quality Framework
NQS:	National Quality Standards
OOSH:	Out of School Hours Care
QIP:	Quality Improvement Plan
Reflection:	Involves deconstructing or 'pulling apart' experiences and critically examining each aspect of them. It involves thinking about what happened and questioning how and why the adult's practice contributed to, extended or detracted from, the children's learning or the child care professionals' relationship with families
SIP:	Strategic Inclusion Plan

Implementation for all services

- All children are respected as unique individuals and the learning environment will be reflective of children's interests, strengths and needs that support their learning to ensure a child centred program [S 1.1.2].

- The learning environments, both indoors and outdoors, encourage, stimulate and challenge children to explore, solve problems, create, construct and become self-reliant.

- Service specific planning cycles are ongoing processes used by educators and in partnership with families to ensure programs enhance each child's learning. The planning cycle includes observation, analysing, documentation, planning, implementation and reflection.

- Educators encourage families to participate in planning and goal setting for their child to promote a collaborative planning approach.

- All children are encouraged to contribute to documentation and reflection of their own learning processes.

- All children have the opportunity to develop self-expression, self-esteem, creativity, curiosity and problem solving skills which foster cognitive skills in an inclusive environment through the use of open ended resources and materials that allow children to express themselves [S 1.2.3].

- Services will use a SIP to document children requiring additional support.

- Educators document learning and the development of all children in context with the type of care they are providing (see Service Specific Standards below).

- Outside professionals may be consulted with permission from families and appropriate referrals to other organisations where deemed necessary for the individual child's benefit, considering the implications on the service as a whole.

- Prior to a KindyHub profile being created for a child, the family's permission must be obtained, either at the time that their application is completed or by completing the attached KindyHub permission form upon enrolment. Further information can be found on KindyHub's website www.kindyhub.com.au.

- Families, educators and children are encouraged to contribute towards the child's Kindyhub profile by posting to Kindyhub about activities on the weekends, outings and stories to the service. Administrators of the service can approve these to be added to the

child's Kindyhub profile. Children's Kindyhub profile can be accessed by families at all times with their unique log in details. Families can reply via email to stories published on Kindyhub.

- The learning environments, both indoors and outdoors, are set up with learning centres to reflect and encompass the needs and abilities of the holistic child and their community providing a sense of being, belonging and becoming i.e. physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning.

- Critical reflections or practices are documented *[S 1.2.1]*.

- Documented programs including planned experiences and/or strategies to support individual children *[S 1.1.1]*.

- Information about each child, their family, culture and community is collected and used to prepare programs *[S 1.1.1]*.

- All services have documentation outlining routines and the written program *[S 1.1.1]*.

- The learning environments, both indoors and outdoors, encourage children to work at their own pace and developmental level. Learning environments facilitate all stages of social development i.e. solitary, parallel, onlooker, associative and collaborative play.

- The children have the opportunity to become self-reliant and to develop self-esteem through play-based learning.

- The dignity and rights of each child being educated and cared for by the service are maintained at all times.

- Dispositions for teaching encompass intentional teaching, responsive teaching and scaffolding *[S 1.2.1 & 1.2.2]*.

Implementation for centre-based services (not FDC)

- All children with family consent will have a Kindyhub profile set up, which will be accessible at all times via educators and families' unique log in details. Where families do not give consent, children will be given a hard copy journal.

- Educators to have verbal conversations to families informally on a regular basis to discuss their child's development, interests, set goals and identify strengths. The outcomes of these interactions may be documented in a range of areas: communication books, Kindyhub profile, Kindyhub dashboard, online charts, weekly program 'Parent Input/Reflection' box and wherever it is most appropriate.

- Overview of the children's day should be provided by the service for families to access via Kindyhub posts or printed copies available at the centre.

- Communication plans are developed between educators and families to share child's progress.

- Services provide environments based on a learning centre approach. These environments will be modified and extended upon spontaneously and also in a planned way by educators and children through reflection to achieve best practice for the child, educators, family and their community.

- All children's Kindyhub profiles will be accessible to their families via the Kindyhub cloud.

- Summative assessments (in place of child's observations) can be uploaded as a JPEG or PDF to each child's Kindyhub profile mid-year and end of year or completed using the Kindyhub summative assessment template. This assessment of learning will lead to goals being identified for children and plans designed to intentionally support these aspects of learning *[S 1.1.1]*.

- If additional time is required to complete summative assessments, observations and/or transitions to school statements, the centre director may allocate this at their discretion.

Educational leaders

- At least one educational leader will be designated at each service to work with educators to provide curriculum guidance and direction, and to ensure children achieve the outcomes of the learning frameworks and the regulatory requirements.

- Educational leaders will keep written evidence to demonstrate how they have been mentoring educators and identify areas of development required and progress gained and what strategies are used to develop the curriculum and set goals in teaching and learning. This documentation can be stored in Kindyhub under each educator's profile.

- LDC/FDC will determine how the transition to school and preschool programs have or will be incorporated.

- Educators will actively engage in educational leaders' network meetings and training.

Service specific standards

LDC

- Each service has a philosophy that guides their cycle of planning, documentation and critical reflection.

- Children who attend care 1-2 days have a minimum documentation requirement of one observation per month on their Kindyhub profile, with one follow up per month.

- Children who attend care 3-5 days have a minimum documentation requirement of two observations per month on their Kindyhub profile with two follow ups.

- Educators are allocated a minimum of 15 minutes per entry for each child whose documentation they are responsible for, not exceeding 2 hours per week.

- Content of documentation will be based on children's development interests and directly linked to intentional teaching (e.g. projects, webs, photos, transcripts and artwork). Documentation should be gathered in a variety of ways [*S 1.1.1*].

- Transition to school statement will be completed at the end of the year using a preloaded template or the form on the Department of Education's website, and uploaded to the child's Kindyhub profile for every child starting school in the new year. This will replace the final summative school assessment for school starters.

- Educators providing care for preschool aged children will provide a transition to school program.

- The Centre Director and nominated lead educators are assigned to directly supervise/ mentor the documentation process completed by educators to ensure educators' development and quality control.

- When completing observations, educators should be linking to all relevant learning outcomes e.g. centre philosophy, relevant theories, teaching strategies, NQS, EYLF, etc.

FDC

- New FDC educators have up to 3 months to introduce Kindyhub to families and receive training and support on home visits. Prior to implementation to Kindyhub all journals / jottings / observations will be completed on paper and available to families.

- Kindyhub will be used for recording individual learning / observations and providing photos of the day / week to families.

- For families who do not give permission for Kindyhub - the FDC scheme will issue all children with a journal/ portfolios folder at enrolment which will be maintained by the child's educator with the support of co-ordination unit and children's family. Educators are to start a new journal when they are full.

- Children who attend care 1-2 days will have a minimum of one individualised documentation per month with one follow up; these can include jotting, work sample or story.

- Children who attend care 3-5 days will have a minimum of two individualised documentations per month with 2 follow ups - these can include jottings, work samples or story.

- It is the educator's responsibility to ensure this documentation is maintained for each child. CDOs and the Educational Leader will provide guidance and direction with learning stories, entries and documentation as required, or by request.

- A fortnightly program will be written and available for families at all times.

- An evaluation of the program is to be completed for each day children are in care.

- A fortnightly critical reflection and fortnightly highlights are to be competed at the end of each fortnight.

- Learning stories and the program must be accessible to families, CDOs and Educational Leaders at all times.

- The program will show a clear cycle of planning with links to Kindyhub observations/ stories.

- CCFDC will provide all educators with a program book however educators may develop their own format and be approved by the Educational Leader.

- When passing portfolios/journals onto families, families need to sign portfolios/journal release forms (attached) and return it to the FDC office.

OOSH

- We aim to develop and implement a balanced program that will meet the needs of children based on MTOP.

- Children will be encouraged to be actively involved in the planning of the program through discussions and group meetings.

- Programs will reflect developmental appropriate resources and experiences.

- Programs will include how each child is reflected within the programmed experiences.

- All OOSH children who attend occasionally are documented either in the daily entries (daybook) or, if a regular casual, they will have their own profile through the use of the Kindyhub portal. All daily entries will be printed and displayed at the centre. All other children are issued with a Kindyhub profile once written permission has been provided by families (attached).

- Content of documentation is based on recreational and developmental aspects and/or children's or young people's interests e.g.; projects, sports, social relationships and may be documented in the following formats: projects, webs, photos, transcripts, artwork and videos.

- Children and young people are encouraged to contribute to their documentation as additional entries to standards set for educators. Children and young people can be given access to Kindyhub as a family member to add entries to their profile. This will be reviewed and approved by the service's administrator. All entries contributed by children must be appropriate and in accordance with our Code of Conduct.

QIP / Self-assessment tool

- QIP/self-assessment tool needs to be a standard agenda item at all staff meetings.

- QIPs must be updated and saved in ECM at the end of each month, using the "EDC Quality Assurance & Audits" Quick Add Profile. CCFDC will ECM QIPs at the end of the year.

Physical activity

Physical activity is an important part of the daily program as it promotes healthy growth and development, lifestyles and wellbeing.

Physical activity is embedded in the daily program through spontaneous and intentionally planned active play that are both child initiated and educator led.

Educators actively role model to children appropriate physical behaviours and consider children's voices when planning physical activities.

LDC and FDC

- For healthy development in infants (birth to one year), physical activity - particularly supervised floor based play in safe environments - should be encouraged from birth.

- Toddlers (1-2 years of age) and pre-schoolers (3-5 years of age) should be physically active every day for at least three hours, spread throughout the day.

- Infants, toddlers, and pre-schoolers should not be sedentary, restrained, or kept inactive, for more than one hour at a time, with the exception of sleeping.

OOSH

Physical activity is encouraged and promoted throughout the services' programs and should have a balance of indoor and outdoor activities.

Electronic Entertainment

Council's education and care services aim to provide different learning mediums that stimulate and challenge children's interests and to provide children with various educational avenues to further develop their learning.

The use of technology is carefully monitored and restricted but can be used as an interactive teaching medium.

- A range of activities will always be provided for the children in conjunction with entertainment. The entertainment medium will not be the only source of activities provided for the children.

- The use of television, computers and electronic games is child focused, carefully planned and monitored which is reflected in the service and educators' program and daily routine.

- Electronic entertainment will be limited to appropriate periods throughout the day.

- Children aged 2-5 years should be limited to less than one hour a day watching television or using other electronic media (DVDs, computer and other electronic games).

- Children less than two years of age should spend no time on these activities. Screen-based activities for children under two years have not been shown to lead to any improvements in health, intelligence or language development.

- The service is to ensure all movies are reviewed and checked before they are viewed at the service by the children. Movie review ratings and recommendations are available at childrenandmedia.org.au.

- Educators share the television, computer or electronic game experience and discuss emergent issues with the children.

- Educators are encouraged to role model appropriate screen behaviours to the children.

- Educators will not use screen time as a reward or to manage challenging behaviours.

- Radio stations will not be listened to as the content cannot be monitored - this includes in centres and vans.

- Children are permitted to bring in CD/DVD/games to the service. They must be brought to the service in the original packaging, indicating the name of the CD/DVD/game and handed to a staff member to ensure it is appropriate and manage when the CD/DVD/game could be used. Personal belongings must be clearly labelled with the child's name and will be returned to the child for taking home at the end of the day.

- The service will not be held responsible for any damage or loss to equipment brought to the service by children, including sim cards.

- Services' portable devices are not to be used by the children.

- Entertainment shown to/ listened by children in education and care services will be G rating only. PG rating can be shown/ listened to by school age children at the discretion of the educators and only when the movie has been reviewed prior to the children watching/ listening.

- Pirated games or movies will not be used/viewed within Council's Education and Care services.

- iPads may be used for communication needs by children with additional needs. Individual Management Plans will be developed.

- Internet access will not be provided to children due to potential child protection issues.

- Families are educated on the effective use of electronic entertainment.

OOSH / School Holiday Care

- Children in general are not permitted to use mobile phones, MP3 players, iPods and iPads whilst in care, except for when used for communication by additional needs children (and used by double digits in accordance with the below). These items will be confiscated from the child and given to the parent at pick up. This is to ensure that the content viewed and listened to by children can be monitored by educators.

- Young people are not to be on apps/games that are not age appropriate. Only G or PG rated apps/ games are permitted to be accessed whilst in care. Educators will check and have authority to delete apps or photos deemed inappropriate.

- Devices with built in cameras and devices with sim cards and internet access will not be allowed. Sims cards must be removed from devices and handed to educators.

- During after school care electronic devices are used to support the program and are only allowed for a one hour period per session.

- During school holidays, individual centre's routines and programs are considered and electronic entertainment will be available as follows:

  - computer during the hours of 9:00am to 3:00pm

  - a movie, depending on daily programs

  - double digits may have the opportunity to bring a device on designated days (as directed as the service). NB: At no time are young people to share ear phones.

Environmental sustainability

Council's education and care services aim to develop educators, families and children's awareness of environmental sustainability. We conserve energy and water, minimising the waste sent to landfill and help preserve the environment. Children will be encouraged to become environmentally responsible and show respect for the environment.

Guiding Principles

1. Incorporate sustainability principles into decision making processes.
2. Identify and implement sustainable practices to minimise environmental impact.
3. Provide the children with a basic understanding of environmental sustainability.
4. Ensure that all actions are economically and socially sustainable.
5. Incorporate environmental education into all learning areas.

Practices: All services (including LDC, OOSH, FDC and administration)

- Council's education and care services will ensure environmental sustainability is a standard agenda item in monthly educator meetings.

- Educators will make sustainable practices a part of daily routines. These include recycling, gardening, energy conservation, water conservation and sustainable equipment purchases.

- When purchasing items for the centre, educators/staff should consider the environmental performance of each item and where affordable and reasonable, choose the item with the higher environmental performance.

- If applicable, reverse cycle air conditioning will be used for hot and cold weather. Where possible close doors and windows when air conditioning is in use. Consider as a team how to heat/cool the service to preserve energy; e.g. switch off sections on the premises where doors are open, if the air conditioning unit has this function.

- Lights are to be turned off when the room is not in use e.g. storeroom and staff room.

- Appliances such as the urn, air conditioning, etc. are to be switched off when not in use.

- Clothes dryer to be used on wet, cold days or in late afternoon. Clothes line to be used as much as possible.

- Dishwasher and washing machine to have full load before operation.

- Education and care eNews are emailed quarterly and notices are to be displayed on Kindyhub. Notes to be handed out to parents must be printed double-sided.

- Use online documenting to limit the amount of printed material (via Kindyhub).

- Recycled paper to be used when available. When using recycled paper, ensure content on paper is child appropriate and not confidential.

- Recycling bins are to be placed in rooms and office.

- Cardboard boxes are to be squashed down and placed in recycling bin or used for children's art/craft activities etc.

- Recycling of garbage is to be sorted correctly and placed into Council supplied recycling bins.

- Conservation and recycling will be incorporated into the program at the centre for children.

- Discuss sustainable practices with the children and families as part of the services education and care curriculum.

- Services to encourage the establishment of vegetable and herb gardens with children.

- Educators will develop recycling boxes for dramatic play and craft activities.

- When using recycled materials be aware of children's individual needs e.g. egg cartons and children with allergies.

- Educators are to role model sustainable practices in energy and water conservation.

- Share sustainable ideas between educators, children and families, implementation and resources e.g. via Kindyhub and conversations.

- Encourage families and children to engage in innovative practices and appreciate the wonder of the natural world while protecting the planet for future generations.

- Where applicable, centres will encourage children to place food scraps into separate containers for use in the worm farm. Educators will discuss with children and families which scraps worms can eat. The children will be involved in maintaining the worm farm.

Procedure (centre based and administration services)

Council's education and care services will:

- liaise with the Council Environmental Health Unit to implement environmental and recycling programs, where possible.

- limit the amount of copies of notes, policies and newsletters printed for educators and parents to reduce paper. Newsletters, notes, fliers and letters to be emailed or placed on Kindyhub to all families and only hard copies for parents who have no email access.

- introduce and install cost effective water and electrical saving devices where appropriate.

- keep laminating to a minimum.

Attachments

Related Legislation and Online Resources

- Children (Education and Care Services) National Law (NSW): Section 168
- Education and Care Services National Regulations: Sections 73-76 , 113, 254 & Part 4.1
- Australian Children's Education and Care Quality Authority (ACECQA), National Quality Standards: Quality Areas 1.1, 1.2, 3.2.3
- Australian Government Department of Education, Skills and Employment - Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF)
- Australian Government Department of Education, Skills and Employment - My Time, Our Place: Framework for School Age Care in Australia (MTOP)
- Community Early Learning Australia sample policies
- Department of Health: National Physical Activity Recommendations for Children 0-5 Years
- Healthy Kids NSW: Munch & Move Fact Sheets
- Australian Council on Children and the Media

Books

- Programming and Planning in Early Childhood Settings (6th edition) *(Arthur, L., Beecher, B., Death, E., Dockett, S., and Farmer, S.)*
- Designs for Living and Learning: Transforming Early Childhood Environments (2nd edition) *(Curtis, D. & Carter, M.)*
- Learning Together with Young Children: A Curriculum Framework for Reflective Teachers *(Curtis, D. & Carter, M.)*
- Techniques for Teaching Young Children Choices for Theory and Practice (3rd edition) *(MacNaughton, G. & Williams, G.)*
- Rapunzel's Supermarket: All about Young Children and Their Art (2nd edition) *(Kolbe, U.)*
- Literacies, communities and under 5s: the Early Literacy and Social Justice Project (Jones Diaz, C., Beecher, B., Arthur, L., Ashton, J., Hayden, J., Makin, L., McNaught, M., Clugston, L.)

Related Documents and Council Policies

- Council's Education and Care Programming and Reflective Evaluation - FDC
- Council's Education and Care Work Procedure Schedules:
  - Gardening Project Supplies
  - Sustainability – ECO Hubs- HERB Literacy Pack
  - Water and Energy Management
  - Movie Review

Authorisation & Version Control

Guiding Principle owner	*Manager Children, Youth and Families*
Authorised by	*Education and Care Management Team*
ECM no.	*8681935*
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CUMBERLAND CITY COUNCIL

JOURNAL / PORTFOLIO RELEASE FORM

Family Day Care

Under sections 73-76 of the Education and Care Services National Regulations, documentation must be kept for each child outlining their learning and development.

This journal/portfolio is the record of your child's wellbeing, development, learning, interests and experience.

Signing this form will release your child's developmental records to you. The service does not keep copies of this documentation.

FDC educator: ....

Child's name: ....

Journal/portfolio dated from .... to ....

I have received my child's developmental journal/portfolio on .... (date)

Parent/guardian signature: ....

Parent/guardian name: ....

Released by:...

Educator's signature: ....

Educator's name: ....

PARENT PERMISSION FOR THE USE OF KINDYHUB

I/We, the parent/guardian of .... agree to the terms of use and give consent for my personal information to be used as part of the communication purposes for delivering information to the nominated parent/s & guardian/s of my child/children for participation in the centre's communication tool via Kindyhub. I understand that the information is protected by The Privacy Act 1988 under Australian Law.

Terms of use for sharing information

Sharing information outside of Kindyhub, whether it be documentation or your children's photos, is at the discretion of the family. Families are responsible to make sure what is shared is in the best interests of their children. Your child may be included in group experiences that can be viewed by the families of the other children in the group. In these instances, it is prohibited to share or upload any photos or information without the consent of those children's families.

Nominated Parents/ Guardians

Child/ren's full name(s):	
Child's date of birth:	
Service name:	
Days attending: ☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday	
Parent/ Guardian 1 (Primary carer ☐ Yes ☐ No)	
Full name:	
Relationship to child:	Phone:
Email:	
Signature:	Date:
Parent/ Guardian 2 (Primary carer ☐ Yes ☐ No)	
Full name:	
Relationship to child:	Phone:
Email:	
Signature:	Date:

STATEMENT OF AGREEMENT - FAMILIES

Electronic Entertainment

I .... have read,

understand and agree to the conditions stated in the Electronic Entertainment section of Council's

Education and Care Educational Program Planning and Practice Guiding Principle.

I am aware that iPads are for communication purposes for my child and that these strategies will be

placed into my child's individual objectives.

Child's name: ....

Print name (parent/guardian/caregiver): ....

Signature: .... Date: ....

Service name: ....