

POLICY/PROCEDURE NAME & REVIEW PROCESS	EDUCATIONAL FRAMEWORK and PRACTICE POLICY This policy and procedure has been created to provide all stakeholders with clear guidelines and transparency to our practices and procedures. We welcome feedback and input from all stakeholders at any time and this policy is subject to review based on feedback or due date of annual review.
NATIONAL QUALITY STANDARD	QUALITY AREA 1- EDUCATIONAL PROGRAM AND PRACTICE 1.1 PROGRAM 1.1.1 Approved learning framework. 1.1.2 Child-centred. 1.1.3 Program learning opportunities. 1.2 PRACTICE 1.2.1 Intentional teaching. 1.2.2 Responsive teaching and scaffolding. 1.2.3 Child directed learning. 1.3 ASSESSMENT AND PLANNING 1.3.1 Assessment and planning cycle. 1.3.2 Critical reflection 1.3.3 Information for families.
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 254-Declared approved learning frameworks 170-Policies and procedures to be followed 171-Policies and procedures to be kept available 172- Notification of change to policies or procedures
RELATED POLICIES AND RECORDS	<ul style="list-style-type: none"> Behaviour observation record Educational leader consent record Educational leader record Programming log record
SCOPE OF POLICY	This policy applies to all children, educators, families, management, students, and volunteers at our service.
AIM OF POLICY	To ensure that our service has strong guidelines, procedures, and practices in place regarding programming practices and compliance. This will ensure that we are meeting regulatory guidelines and providing a complete program for all children who attend the service. Our aim is to provide a clear policy, implement the policy, support practices relating to the policy, train staff regarding the policy and maintain and update the compliance of the policy for all our stakeholders.
SERVICE IMPLEMENTATION	In regard to programming planning and evaluation, the approved provider, nominated supervisor and educational leader are responsible for ensuring that programs for all children are based on the approved learning framework applicable to each state and that they are delivered in accordance with that framework. Services are guided by: <ul style="list-style-type: none"> Education and Care Services National Law. Education and Care National Regulations. The National Quality Standard. Approved Learning Frameworks. Under the National Quality Standard (NQS), the purpose of Quality Area 1 is to ensure that the educational program and practice: <ul style="list-style-type: none"> Is stimulating and engaging. Enhances children's learning and development. Meets children's individual learning and development needs. Will provide opportunities for children to learn as they discover, create, improvise, test theories, and imagine.

Policy Name	EDUCATIONAL FRAMEWORK and PRACTICE POLICY			Policy Version	V.7
Owner	Fishbowl Pty Ltd				
Policy published	March 2019	Last review date	March 2025	Next review date	March 2026
Service Support Within Reach	Warning -uncontrolled when printed. This document is current at the time of printing and may be subject to change without notice				

- Will enable and encourage each child's personality and uniqueness.
- Will promote positive learning dispositions, such as curiosity and creativity.
- Will assist children to develop relationships and concepts
- Will support a sense of wellbeing and promote a valuing of diversity

The Frameworks are:

Belonging, Being and Becoming: The Early Years Learning Framework for Australia, (**EYLF**) produced by the Department of Education, Employment and Workplace Relations of the Commonwealth for the Council of Australian Governments, 2009.

My Time, Our Place: (MTOP) Framework for School Age Care in Australia produced by the Commonwealth Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2011.

Victorian Early Years Learning and Development Framework (VEYLDF) supports all professionals who work with children aged 0-8 in Victoria. It includes a range of discipline-specific guidelines and practice resources.

The Victorian Framework (VEYLDF) also has 8 practice principle to guide evidence-based practice:

1. Reflective practice
2. Partnerships with Families
3. High expectations for every Child
4. Respectful relationships and responsive engagement
5. Equity and diversity
6. Assessment for learning and development
7. Integrated teaching and learning approaches
8. Partnerships with professionals.

All **educational programs** delivered in the 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.

Pedagogy

Pedagogy pronounced 'ped-a-godge-ee' is defined simply as the method, and practice, of teaching.

- It is the function, the method of teaching that an educator or teacher adopts.
- It is the teacher / educator's method of promoting and involving nurturing relationships, curriculum decision-making, teaching, and learning.
- It is the process of ensuring children achieve positive outcomes. Quality pedagogy will impact and improve children's outcomes. Each child's learning will be based on their interests and strengths and guided by Educators.

Each member of the team plays an important role in the implementation of each policies guidelines, and they are outlined as below but not limited to the following:

The Approved Provider

- Will ensure that the educational program is based on the approved learning framework, is child-centred and maximises learning opportunities and strongly contributes to children's development as competent and engaged learners.
- Will ensure that intentional teaching is a recognised approach to facilitate each child's learning and development.
- Critical reflection informs the assessment and planning cycle and drives improvement in program and practice, resulting in continuous enhancements to children's learning.
- Families are informed about the program so that their child's progress is able to be discussed with the service and collaboratively, make decisions that strengthen their child's learning, development, and wellbeing.
- A copy of the educational program will be displayed at the service and be accessible to all, including parents.
- There is an educational leader who is suitably qualified and experienced to lead the development and implementation of the educational program in the service.

Policy Name	EDUCATIONAL FRAMEWORK and PRACTICE POLICY			Policy Version	V.7
Owner	Fishbowl Pty Ltd				
Policy published	March 2019	Last review date	March 2025	Next review date	March 2026
Service Support Within Reach	Warning -uncontrolled when printed. This document is current at the time of printing and may be subject to change without notice				

- Service Philosophy is collaborative and reflects the ideology and pedagogy of our educators and services beliefs.
- The service curriculum is playing based learning. Play provides opportunities for children to learn as they discover, create, improvise, and imagine. When children play with other children, they create social groups, test out ideas, challenge each other's thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems, and engage in critical thinking. Play can expand children's thinking and enhance their desire to know and to learn. In these ways play can promote positive dispositions towards learning. Children's immersion in their play illustrates how play enables them to simply enjoy being.
- Will ensure that obligations under the Education and Care Services National Law and National Regulations are met.
- Ensure they take reasonable steps to ensure that the nominated supervisor, educators, staff, and volunteers follow the policy and procedures.
- Ensure they provide the nominated supervisor, educators, staff and volunteers the documentation to perform their role, follow policy, procedure, and document according to regulatory and service requirements.
- Will ensure that adequate induction process is provided to all staff to ensure they have time to read and understand policies and procedures and seek further information if unsure.
- Ensure that the nominated supervisor and staff are equipped with ongoing professional development and training they require to comply with this policy
- Will encourage feedback from stakeholders regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns.
- Ensure the policy is kept up to date with current legislation, research, and best practice.

The Nominated Supervisor

- Will ensure that the educational program is based on the approved learning framework, is child-centred and maximises learning opportunities and strongly contributes to children's development as competent and engaged learners.
- Will ensure that intentional teaching is a recognised approach to facilitate each child's learning and development.
- Critical reflection informs the assessment and planning cycle and drives improvement in program and practice, resulting in continuous enhancements to children's learning.
- Will inform families of the program at induction so that their child's progress is able to be discussed with the staff and collaboratively, make decisions that strengthen their child's learning, development, and wellbeing.
- A copy of the educational program will be displayed at the service and be accessible to all.
- They will monitor and guide the educational leader to lead the development and implementation of the educational program in the service.
- Service Philosophy is collaborative and reflects the ideology and pedagogy of our educators and services beliefs and will be reviewed at least annually with all stakeholders invited to share input.
- Will ensure and check that the curriculum is play based learning.
- Will adhere to and implement the obligations under the Education and Care Services National Law and National Regulations.
- Ensure they take reasonable steps to ensure that the educators, staff, and volunteers follow the policy and procedures.
- Ensure they provide the educators, staff and volunteers the documentation to perform their role, follow policy and procedure and ensure they are checking the documentation according to regulatory and service requirements.
- Ensure that a rigorous recruitment process is completed, and a thorough induction process is provided to all staff to ensure they have time to read and understand policies and procedures and seek further information if unsure.
- Ensure that the staff are supported with ongoing professional development and training they require to comply with this policy.
- Will encourage feedback from stakeholders and staff regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns.

Policy Name	EDUCATIONAL FRAMEWORK and PRACTICE POLICY			Policy Version	V.7
Owner	Fishbowl Pty Ltd				
Policy published	March 2019	Last review date	March 2025	Next review date	March 2026
Service Support Within Reach	Warning -uncontrolled when printed. This document is current at the time of printing and may be subject to change without notice				

- Ensure the policy is kept up to date with current legislation, research, and best practice.
- Conduct regular staff meetings to address policy compliance with legislation, policy implementation, changes to policy and or collect feedback for annual review of policy.

Educational leader

- Nominated supervisor or approved provider will establish a choice of educational leader for the service through ensuring they have a comprehensive knowledge of theory relating to early childhood. Strong understanding of professional standards and approved learning frameworks. They must possess strength in leadership and the adaptation of management skills. They must have strength in mentoring staff and be willing to attend or research professional development.
- Will be appointed by nominated supervisor or approved provider and will sign the **educational leader consent record** once they are happy to accept the position.
- Must complete and keep strong records of conversations, mentoring, meetings, and progress of educators programming.
- Must check that educators are completing observations on children regularly and that all staff are contributing to the program.
- Paperwork will be presented to nominated supervisor on a regular basis and educational leader must advise nominated supervisor if at any time they are struggling.
- Educational leader will monitor some visits on an **educational leader record**- this process involves an initial check with a follow up setting dates and then a 3rd visits to complete checks and advise of an outcome. Educational leader can utilise this record or use their own.
- Must be prepared to have harder conversations with staff that aren't performing and meeting goals or deadlines.

Educators

- Will ensure the program will be available to all families on a daily basis.
- Children will be observed regularly, and extensions of learning will be followed up on the program from these observations.
- Will understand and implement the full cycle of planning.
- Will critically reflect on the program on a weekly basis.
- Will provide their own philosophy that reflects their beliefs and aligns with theorist beliefs, and this will be reflected on their program. All educators will display their Philosophy.
- Will provide experiences that are child initiated, teacher initiated and spontaneous as well as planned from extending on children's learning.
- Will thoughtfully set up activities keeping in mind grouping sizes.
- Will observe, listen, and talk to children for sustained periods of time, paying close attention to what they are saying, thinking, and doing.
- Will ask open ended questions when children are talking to the educators.
- Will ensure the program is flexible in order to incorporate children's ideas, culture, and interests.
- Will ensure they are aware of each child's individual learning style, temperament and interest and will cater to this within the program.
- Will ensure that the educational program allows for the holistic development of all children, including but not limited to their emotional, social, physical, and cognitive development.
- Will talk explicitly about phonological concepts, such as rhyme, letters and sounds when sharing texts with children.
- Will engage children in discussions about symbol systems, such as letters, numbers, time, money, and musical notation.
- Will support children to contribute constructively to mathematical and scientific discussions.
- Will engage children in exploration of creative arts such as musical rhythms or beats, or lines or shapes in visual arts.
- Will use everyday events as a basis for children's exploration and learning about nature and science.
- Will engage children in singing songs and play with words and sounds.
- Will support children to convey and construct messages with purpose and confidence, building on home/family and community languages.
- Will encourage and build vocabulary, by having language-rich communication exchanges between educators and children.

Policy Name	EDUCATIONAL FRAMEWORK and PRACTICE POLICY			Policy Version	V.7
Owner	Fishbowl Pty Ltd				
Policy published	March 2019	Last review date	March 2025	Next review date	March 2026
Service Support Within Reach	Warning -uncontrolled when printed. This document is current at the time of printing and may be subject to change without notice				

	<ul style="list-style-type: none"> Will provide opportunities for children to express ideas and make meaning through a range of media. Will encourage and implement parent input into the program. Will ensure that a child's progress is documented accordingly and revisited to ensure that the child is offered experiences to improve on areas not yet met. Will ensure that regular communication is established between the service and parents/guardians in relation to their child's learning and development. Will promote and nurture collaborative partnerships between school age children, schools they attend and our service in order to promote best practice. Will follow the guidelines of My Time Our place for our Before and After school children. Children with additional needs will be catered for respectfully and supported to achieve through our program. Children with behaviour issues will be encouraged to participate in the program. Educators will document any issues on behaviour observation record to ensure that we are reflecting on practices and provided what is best for the child. Will adhere to and implement the obligations under the Education and Care Services National Law and National Regulations. Ensure they take reasonable steps to follow the service policy and procedures and seek advice or further support if unsure. Ensure they complete and document any related records regarding the implementation of this policy and practice requirements of the service. Will attend any ongoing professional development, staff meetings and training they require to comply with this policy and practice requirements of the service. Will provide feedback to the nominated supervisor or approved provider regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns. Will provide feedback regarding policy review when required. <p>Families</p> <ul style="list-style-type: none"> Will be invited to provide input to the program and in addition information regarding their child's interests, goals, struggles and progress. Will be invited to share information with educators regarding childrens life events, family celebrations in order for such information to be shared within the program and extended on as childrens interests. Are welcome to contribute to the program by attending the service to read a story, assist in a cooking experience, attend excursions etc.
REGULATION IMPLEMENTATION	The following procedures outline and support all stakeholders to understand and implement the regulatory guidelines of this policy.
In regard to Regulation 73-Educational program	<p>Approved provider will</p> <p>Ensure that when staff are planning and implementing the program that it will meet all of the following outcomes:</p> <ul style="list-style-type: none"> 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
In regard to regulation 74-Documenting of child assessments or evaluations for delivery of educational program and regulation 75-Information about educational program to be kept available and 76-Information about educational	<p>Approved provider will</p> <ul style="list-style-type: none"> Ensure that staff are completing documentation of every child who attends the service. This will be inclusive of assessments of each child's development interests, experiences, and their participation in the program. Educators must complete full cycles for each child and ensure that they are reflecting and recording outcomes that a child meets. Ensure staff are monitoring childrens progress against the learning outcomes applicable to the framework in their state. Documentation used to record childrens progress should be easy to use by all educators and easy to understand and implement. It will need to be easily understood by parents/ guardians of the child/ren attending the service.

Policy Name	EDUCATIONAL FRAMEWORK and PRACTICE POLICY			Policy Version	V.7
Owner	Fishbowl Pty Ltd				
Policy published	March 2019	Last review date	March 2025	Next review date	March 2026
Service Support Within Reach	Warning -uncontrolled when printed. This document is current at the time of printing and may be subject to change without notice				

program to be given to parents	<ul style="list-style-type: none"> Documentation of the program must be available at all times for viewing by educational leader nominated supervisor, parents/ guardians and or department officer when requested. Reg 75 Educators must have records of childrens progress and documentation readily available to share with parents/ guardians on request. Records and documentation must record the progress and outcomes as well as identify areas that the child is working on and show that each observation has been extended.
In regard to regulation 170- Policies and procedures to be followed.	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure that all staff and volunteers are made aware of Regulatory policies and procedures by ensuring that this forms a part of the induction process. Ensure probationary reviews will be conducted once new staff are appointed at the 3- month and 6-month mark to ensure that they are following policy and procedure and to review and revise regulatory policies. Ensure staff meetings will be conducted on a regular basis to allow for review of policy and procedure and further training and revision of procedural practices in relation to policy and procedure. <p>Ensure annual review and revision of policies and procedures will be conducted, and all educators will be given the opportunity for input.</p>
In regard to Regulation 171- Policies and procedures to be kept available.	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure that policies and procedures are available to all staff and the location and availability will form a part of the induction process. Ensure policies will be available on request for all staff members to have access when required. Ensure policies will be available when required for staff members to download copies and/or print out if required in order to complete assignments or to form part of their research and/ or update their knowledge. Ensure policies will be available for all stakeholders when requested and when updating.
In regard to Regulation 172- Notification of change to policies or procedures	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure staff meetings will be conducted on a regular basis to allow for review of policy and procedure, provide further training and allow for input if required in relation to policy and procedure. Ensure stakeholders will be invited to provide feedback for policies and procedures at any time, not just on annual review but will also be invited to add feedback at review time or after an event that may require change to policy or procedure. Ensure policies and procedures will be emailed or put on display in the foyer for stakeholders to have the ability to provide feedback. Ensure feedback will be considered from stakeholders and educators and may result in a change in policy. Ensure policy and procedure may be changed at any time if there has been an incident in the service that has required a change to be implemented for the safety and health of children and or educators. Ensure in the event of a change to a policy after feedback or a situation that occurs, we will provide 14 days' notice to all stakeholders before the change takes effect.
KEY TERMS	<ul style="list-style-type: none"> Stakeholder - a person or group of people who have an interest in a business, a person such as an employee or customer. They have a sense of responsibility toward it and an interest in its success
WE GRATEFULLY ACKNOWLEDGE THE FOLLOWING SOURCES	<ul style="list-style-type: none"> Australian Children's Education & Care Quality Authority. ACECQA Australian Government Department of Education-<i>Belonging, Being and Becoming: The Early Years Learning Framework for Australia</i>. Belonging Being Becoming the Early Years Learning Framework for Australia Child Australia -www.childdaustralia.org.au/wp-content/uploads/2017/02/CA-Statement-Pedagogy.pdf Code of Ethics Education and Care Services National Law Act 2010. Education and Care Services National Regulations. Guide to the Education and Care Services National Law and the Education and Care Services National Regulations.

Policy Name	EDUCATIONAL FRAMEWORK and PRACTICE POLICY			Policy Version	V.7
Owner	Fishbowl Pty Ltd				
Policy published	March 2019	Last review date	March 2025	Next review date	March 2026
Service Support Within Reach	Warning -uncontrolled when printed. This document is current at the time of printing and may be subject to change without notice				

- Guide to the National Quality Framework.
- My Time Our Place.
- National Quality Standard.
- The Educational Leader Resource
- United Convention on the Rights of the Child
- Victoria State Government www.education.vic.gov.au/childhood/professionals/learning
- www.vcaa.vic.edu.au/Documents/earlyyears/EYLitReviewConnectionandContribution.pdf

Policy Name	EDUCATIONAL FRAMEWORK and PRACTICE POLICY			Policy Version	V.7
Owner	Fishbowl Pty Ltd				
Policy published	March 2019	Last review date	March 2025	Next review date	March 2026
Service Support Within Reach	Warning -uncontrolled when printed. This document is current at the time of printing and may be subject to change without notice				