



Educational Program and Practice 1.1

Mackinnon Parade Children's Centre is strongly committed to delivering a child centred curriculum that promotes a nurturing and educational environment to support young children's development and wellbeing.

Purpose

This policy covers the educational program and practice, children's development and involvement within the curriculum.

This policy applies to Mackinnon Parade Children's Centre, educators, staff, students on placement, parents/guardians, children and others involved in MPCC (*Mackinnon Parade Children's Centre*) educational program and practices.

Programming and Practice

We believe a child centred curriculum is:

- Planned and implemented with a focus on children learning through play.
- Based on children's needs, interests, strengths, knowledge (understandings) and capacities.
- Recognises the child's voice, it captures the child's ideas and intentions and recognises their learning strategies or goals.
- Communicated appropriately to children, families and educators through visual and verbal information.
- Reflects the interests and diversity of the children and the expertise of the educators.
- Reflects the connections between children, families and communities and the importance of reciprocal relationships and partnerships in learning.
- Values the cultural and social contexts of children and their families.

Quality Improvement

All educators will be active participants within the area of Quality Improvement. Educators will be involved in regular consultation surrounding quality checks and the reviewing of evidence to allow for reflective practices to ensure we are united in working towards active Quality Improvement Outcomes. This will allow us to identify any shortfalls in outcomes, goals, and improvements that as a service we can work towards.

Curriculum approaches and planning

At MPCC we take a holistic and strength based approach to teaching and learning. Educators may plan or assess with a focus on a particular outcome or component of learning but maintain and view children's learning as integrated and interconnected. Educators focus on cues from 'each child's current knowledge, ideas, culture, abilities and interests' to form the foundation of the educational program. Our programs are emergent and are built over time using evidence gathered by observing, gathering and interpreting information about children to develop relevant learning experiences, to scaffold and support children in their learning and development.

Reflective Practices

At Mackinnon Parade we have implemented a range of methods for critical reflection and as a minimum a monthly reflection for families.

- Monthly Reflections are documented to show children's learning are emailed to families through our mailchimp platform as a minimum monthly requirement however these may be more frequently facilitated as a result of the learning within the environment. They contain Educator's reflections on the months learning for large and small groups of children.
- Critical reflections are used to reflect on the programmed experiences, routines and educators practices, using the EYLF practice, principles and outcomes. These are documented throughout the month by all educators with a minimum of 1 entry per week. They are completed within the room's critical reflection



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journal.

- The emergent curriculum/ program is critically reflected upon at the conclusion of the month to develop further thoughtful planning, intentional teaching and to scaffold children's current and emerging interests, ideas, thoughts and knowledge.
- Each month educators will be provided with a reflective question to broaden their understanding within key areas of the service delivery and areas surrounding quality improvement, these will be documented in their personal reflective journals.

Procedure Requirements

Group programs

A whole group program will be produced and implemented monthly for all age groups. This program is based on the gathering of children's current knowledge, ideas, culture, abilities and interests within an emergent curriculum. Each educator actively contributes to the emergent curriculum and documenting of at least one group learning experience within their environments, this will allow for the educators to gain a thorough understanding of the interests, strengths, knowledge and relationships of large or small groups of children. All documents must be reflective of all five Learning Outcomes of the Early Years Learning Framework. Programs should also reflect the current community events and celebrations and input from families. Programs should be evaluated at the end of each month through critical reflection forming a foundation to continue an active cycle of planning within the learning environments.

Individual children

Each permanent educator will have a group of focus children for a period of six months, during this time the educator will gain a holistic understanding of each child through the gathering of observations, programmed experiences and evaluations. Each child will have at least two personal learning stories written termly, each learning story will be evaluated and followed up with another piece of documentation allowing for us to gain understanding of the learning that has been achieved and to scaffold upon their current knowledge and ideas.

At the completion of the semester (six monthly) all children will have a minimum of four individual learning stories, four follow up extension pieces and be involved in group documentation, as well as four other pieces of documentation, consisting but not limited to artwork/ representations of learning, Learning stories, photo observations and videos. Educators will place significant pieces of work samples in children's learning portfolios in a sensitive and respectful way and have a link to the 5 EYLF learning outcomes. All learning will be summarised in a Summative Assessment that is a detailed report that outlines the learning that has occurred under the guidance of the Early Years Learning Framework at the conclusion of the semester. ??

Families will be provided the opportunity to take home their child's Learning Portfolio to share with family or friends. Families will be invited to provide feedback and input into their child's past and future learning opportunities within MPCC. These portfolios will be given to families to keep when children leave the service.

Observations

- 4 Individual Learning Stories per semester
- 4 Follow Up/ Extension Learning pieces per semester
- 4 Samples of Significant Learning
(Including but not limited to artwork/ representations of learning, Learning stories, photo observations and videos).
- Group Learning Experience Documentation



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Related Forms and Resources;

- Programming requirements – Individual
- Individual Educator Programming Requirements
- Individual Observation Tracker and Learning Overview
- Group Learning Story Tracker
- Curriculum Reflection

Educational program and practice

Standard 1.1	Program	The educational program enhances each child's learning and development.
Element 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.
Element 1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Element 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.

Authorisation:

Provisional authorization by The Senior Leadership Team - Jan 2019

Currently under consultation

References:

Education and Care Services National Regulations

The Early Years Learning Framework

ECA Code of Ethics.

Guide to the National Quality Standard.

Review

This policy will be reviewed annually. Version 5 –