

	<h2 style="text-align: center;">Educational Program Development Procedure</h2>
Linked Policy Document	This procedure details actions and processes pursuant to the <i>Educational Program Development Policy</i> .
Version No.	Version 3.0 November 2021 (approved)
Authorisation	General Manager Community Services
Expiry Date	Policy to be reviewed by 1 December 2024
Responsible Officer	Manager Families and Children
Policy Owner	Early Childhood Coordinator

1. Purpose

This procedure will provide guidelines to ensure that the Educational Program and practice at Melton City Council children's services is:

- based on an Approved Learning Framework
- underpinned by Critical Reflection and careful planning
- Stimulating, engaging and enhances children's Learning and development.

2. Scope

This procedure applies to services responsible for the direct education and care of children. It applies to the Approved Provider, Nominated Supervisor, Responsible Persons, educators, staff, students on placement, volunteers, parents/guardians, children and others attending the Melton City Council programs and activities.

3. Definitions

For terms that relate specifically to this procedure refer to the *Educational Program Development Policy*. For commonly used terms e.g. Approved Provider, Regulatory Authority etc. refer to the Glossary of Terms.

4. Procedure

4.1. In terms of service program planning

The service provides an educational program that is based on the individual developmental needs, interests and experiences of the children.

When programming for children, staff and educators take into consideration many factors to ensure that they are providing a variety of experiences suited to the current interests, age and developmental ranges of all children attending the service.

The program reflects the philosophy and broad goals of the service. Experiences, feedback and ideas, of children, families and educators are combined to plan and evaluate the service.

The observations of Each Child and the group, including their planning ideas, is focused on addressing the interests and individual needs of all children by promoting experiences that support enjoyment, stimulation, challenge and positive self-image. The program is based on an ongoing cycle of planning.

4.1.1. Program Planning

- Educators regularly collect information about the children through a variety of methods e.g. observations of children, input from families, children's comments etc.
- Educators document a plan based on the information collected.
- Educators ensure there is a link between the service philosophy and goals, and the program.
- Educators link the program to Learning Outcomes from an Approved Learning Framework.
- Educators develop a program for both indoor and outdoor areas, including contingency plans.
- Sufficient quality materials, equipment and furniture suitable for the program will be provided.
- Educators reflect on the program on a regular basis. The reflection includes whether or not objectives have been reached, how they were reached or how they could be reached next time, input from children, educators and families involved in the program.
- Educators ensure that all program plans are dated, displayed for families and retained.

4.2. Melton City Council children's services is committed to:

- providing an Educational Program that is based on reflective practice, critical analysis and planning
- supporting Each Child to achieve Learning Outcomes consistent with the National Early Years Learning Framework and/or the Victorian Early Years Learning and Development Framework and/or My Time, Our Place (refer to *Sources*)
- providing a Educational Program where children can learn through play and are supported to make decisions, problem-solve and build relationships with others
- creating an environment that supports, reflects and promotes equitable and inclusive behaviours and practices
- involving families in the development and review of Educational Program and practice.

5. Responsibility/Accountability

5.1. The Approved Provider, according to Regulations is responsible for the implementation of the *Educational Program Development Policy*. This will be achieved through the Leadership Group and their service staff:

- the Educational Program is stimulating and engaging, enhances children's Learning and development, and is based on an Approved Learning Framework (refer to *Definitions*) (National Law Section 168)
- the developmental needs, interests and experiences, and the individual differences of Each Child are accommodated in the Educational Program (National Law Section 168) (refer to Inclusion and Equity Policy)
- the Educational Program contributes to Each Child (National Regulations 73):
 - developing a strong sense of identity
 - being connected with, and contributing to, their world
 - having a strong sense of wellbeing
 - being a confident and involved learner
 - being an effective communicator

- designating a suitably qualified and experienced Educational Leader to direct the development and implementation of Educational Programs at the service (National Regulations 118)
- staff record includes the name of the Educational Leader at the service (National Regulations 148)
- the service philosophy guides Educational Program and practice
- assessments of the child's developmental needs, interests, experiences and participation in the Educational Program are documented (National Regulations 74)
- assessments of the child's progress against the outcomes of the Educational Program are documented (National Regulations 74)
- documentation of assessments includes reflection on the period the child is at the service, and how documented information will be used by educators at the service (National Regulations 74)
- documentation is written in plain language and is easy to understand by both educators and parents/guardians (National Regulations 74)
- the Educational Program is accessible at the service and accessible to parents/guardians (National Regulations 75)
- parents/guardians 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 (National Regulations 76)
- developing and evaluating the Educational Program in collaboration with the Educational Leader/Responsible Persons, educators, children and families.

5.2. The Nominated Supervisor/ Responsible Persons /Educational Leader is responsible for:

- ensuring that the Educational Program is stimulating and engaging, enhances children's Learning and development, and is based on an Approved Learning Framework (refer to *Definitions*) (National Law Section 168)
- ensuring the developmental needs, interests and experiences, and the individual differences of Each Child are accommodated in the Educational Program (National Law Section 168) (refer to *Inclusion and Equity Policy*)
- displaying the Educational Program at the service in a location accessible to parents/guardians
- ensuring that Each Child's Learning and development is assessed as part of an ongoing cycle of planning, documentation, and evaluation
- ensuring that there is a record of Learning and development for Each Child, and that it is updated and maintained on an ongoing basis
- developing and evaluating the Educational Program in collaboration with the Approved Provider, educators, children and families
- ensuring regular communication is established between the service and parents/guardians in relation to their child's Learning and development.

5.3. Educators are responsible for:

- ensuring a Educational Program that is stimulating and engaging, enhances children's Learning and development, and is based on an Approved Learning Framework (refer to *Definitions*)
- considering the developmental needs, interests and experiences, and the individual differences of Each Child in the Educational Program (refer to *Inclusion and Equity Policy*)

- assessing and documenting Each Child's needs, interests, experiences, participation and progress in relation to the Educational Program in a way that is easy to understand for parents/guardians
- making information available to parents/guardians about their child's participation in the Educational Program
- communicating regularly with parents/guardians in relation to their child's Learning and development
- developing and evaluating the Educational Program in collaboration with the Approved Provider, Educational Leader/Responsible Person's, children and families.

5.4. Parents/guardians are responsible for:

- completing enrolment and other information and documentation to support the successful planning and implementation of the program for their child
- to communicate, in writing, upon enrolment to the Person in charge of the service if their child may require additional support. To do this before the child's attendance to the program will enable the staff to plan a full and safe participation for the child, other children attending and the staff
- communicating regularly with the service in relation to their child's Learning and development
- providing input to the development of the Educational Program in collaboration with the Approved Provider, Educational Leader/Primary Nominee, Nominee, educators and children.

5.5. Volunteers and students, while at the service, are responsible for following the *Educational Program Development Policy* and its procedures.

6. References, Sources, Links to Legislation and Other Documents

6.1. Please refer to Reference and Sources page located on the Melton City Council Website.

6.2. Related service policies and standards:

- *MCC Child Safe Policy, Procedure and Code of Conduct*
- *Code of Conduct Policy*
- *Inclusion and Equity Policy*
- *Interactions with Children Policy*
- *Nutrition and Active Play Policy*
- *Supervision of Children Policy*
- *Water Safety Policy.*
- Child Safe Standards – Standard 7

Attachments

Nil