

Planning For Children's Learning Policy

2018

National Quality Standard

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| QA 1 | Educational Program and Practice |
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National Regulations

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| 73 | Educational Program |
| 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 |
| 130 | Requirements for Early Childhood Teacher |
| 155 | Interactions with Children |

Policy Statement

At Medowie Gumnut Preschool, the Australian Early Years Learning Framework informs and underpins the educational program and practice in our early learning centre. The Australian Early Years Learning Framework principles and learning outcomes informs educators approach to children's learning, including intentional teaching, decision making and an ongoing cycle of observation.

At Medowie Gumnut Preschool the educational program and practice developed by educators recognises children's agency from birth and demonstrates a commitment to listening to and respecting children (the pedagogy of listening). At Medowie Gumnut Preschool we value and respect children's evolving capacity, lived experiences, points of view and concerns.

Medowie Gumnut Preschool is committed to its social inclusion agenda to support the inclusion and participation of every child and their family within our early learning centres. Our educational programs and practices value and respect Aboriginal and Torres Strait Islander cultures, identities and connections to community and country. 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 their world.

Aim

The aim of this policy is to develop a curriculum that enhances each child's learning and development, supporting children's participation and promoting children's agency, and designing and delivering a program for each child

Who is affected by this Policy?

- * Management
- * Educators
- * Children
- * Families

Implementation

This policy relates to Quality Area 1 of the National Quality Standard

| QA1 | Educational program and practice |
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| 1.1 | An approved learning framework informs the development of a curriculum that enhances each child's learning and development. |
| 1.1.1 | 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 | Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program. |
| 1.1.3 | The program, including routines, is organised in ways that maximise opportunities for each child's learning. |
| 1.1.4 | The documentation about each child's program and progress is available to families |
| 1.1.5 | Every child is supported to participate in the program. |
| 1.1.6 | Each child's agency is promoted, enabling them to make choices and decisions and influence events in their world |
| 1.2 | Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child. |
| 1.2.1 | Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation. |
| 1.2.2 | Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning. |
| 1.2.3 | Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program. |

Curriculum Development

At Medowie Gumnut Preschool the educator's approach to children's learning is informed by the Australian Early Years Framework. Conversations between educators, children, their families and the broader community inform intentional aspects of the curriculum and support spontaneous experiences, play and conversations.

At Medowie Gumnut Preschool we recognise children's agency and children's views inform and guide day-to-day practice.

Designing and delivering a program for each child

At Medowie Gumnut Preschool all educators engage in an ongoing cycle of planning that involves observing, gathering, and interpreting information about children underpinned by contemporary early childhood theories and perspectives

Medowie Gumnut Preschool educators listen to children and use documentation to record children's experiences and their responses to the learning environment.

Medowie Gumnut Preschool educators actively co-construct learning (that is, learning takes place as children interact with educators and other children as they work together in partnership). Educators facilitate play-based curriculum and act as guides, coaches, facilitators and mentors to children's social interaction, thinking and communication capacities. Educators engage in ongoing critical reflection on their practice with children to inform decisions about the type and degree of support, offered to the child as the learner.

Medowie Gumnut Preschool educators engage in ongoing critical reflection of children's engagement in the learning environment and of their own interaction with children to support their play so as to better understand the individual child as a learner.

Medowie Gumnut Preschool utilises The Early Years Learning Framework to guide informed decisions about curriculum development and in planning, implementing and evaluating.

Definitions

- * **Agency** - 'being able to make choices and decisions, to influence events and to have an impact on one's world', in the Belonging, Being Becoming. The Early Years Learning Framework for Australia (Australian Government, 2009)
- * **Co-construct** - 'learning takes place as children interact with educators and other children as they work together in partnership', in the Belonging, Being Becoming. The Early Years Learning Framework for Australia (Australian Government, 2009)
- * **Curriculum** - being 'all interactions, experiences, activities routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development', in the Belonging, Being Becoming. The Early Years Learning Framework for Australia (Australian Government, 2009)
- * **Intentional Teaching** - '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', in the Belonging, Being Becoming. The Early Years Learning Framework for Australia (Australian Government, 2009)
- * **Learning Framework** - 'a guide which provides general goals or outcomes for children's learning and how they might be attained. It also provides a scaffold to assist early childhood setting to develop their own more detailed curriculum', in the Belonging, Being Becoming. The Early Years Learning Framework for Australia (Australian Government, 2009)
- * **Pegagogy** - 'early childhood educator's practice, especially those aspects that involve building and nurturing relationships, curriculum decision making, teaching and learning', the Belonging, Being Becoming. The Early Years Learning Framework for Australia (Australian Government, 2009)

Sources

- * *Guidelines supporting this policy include: Curriculum Development Guideline; Pedagogical Documentation Guideline; Supporting Participation Requirement.*
- * *Australian Government Department of Education, Employment and Workplace Relations (2009), Belonging, Being and Becoming: The Early Years Learning Framework for Australia*
- * *Education and Care Services National Law*

Last Reviewed: 19/5/2018

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