



Educational Program Policy

Covers

- Educational Program and Development Procedure
- Reflective Practices Procedure
- Educational Leader Procedure

Intention

Nurturing Family Day Care Scheme understands the importance of a holistic educational program, which is balanced through spontaneous activities, intentional teaching and extending to enhance the experiences for all children. By being deeply embedded in the concept of play, each program will foster and inspire curiosity, wonder, independence, and joy. Through exploring and playing, all children are given the building blocks to exceed not only in childhood but continually throughout their lifetime. We create a culture where every decision, action and practice prioritises the safety and wellbeing of all children to lay the foundation for a proactive, accountable and child-focused organisation. We foster an environment where all children's voices and rights are heard and actively shape outcomes that affect them and are strengthened when families and communities (including Aboriginal and Torres Strait Islander peoples) are informed, engaged and are active partners in promoting safe environments (both culturally, physically, and online).

Overview

This policy, and all policies and procedures that are associated with the Educational Program Policy, are implemented at all registered residences and approved venues by educators, staff and visitors who are allied with the scheme. Equity is reflected in every policy, decision and action, ensuring that all children have fair access to a safe, nurturing environment and healthy future and that no child is disadvantaged due to their culture, disability, gender or any other aspect of their identity or context.

This comprises of -

- The educational program, assessment and planning cycle, and educator requirements.
- How reflective practice is embedded.
- The role of the educational leader.

The approved provider will ensure -

- That all educators are trained during induction and throughout their time with Nurturing Family Day Care Scheme about the National Quality Standards - Area one, their requirements and the role of the child and their family.



- That all required documentation of the educational program (including a displayed program), each child's assessment and learning cycle and educator's reflections is recorded at each individual registered residence or venue and reviewed at least monthly on the electronic platform and discussed during co-ordination visits.
- That all recordings and exchanges of information fall within the procedures as listed in the Collection and Storage of Confidential Documents Policy.
- That educators who express difficulties/concerns regarding the requirements of this policy are given additional support to maintain the high standard that is expected.
- That the educational leader is provided with the time, resources, and professional development to ensure that they are in the best position to support and nurture the family day care educators.

Educational Program and Development Procedure

Nurturing Family Day Care Scheme and all associated personnel acknowledge the importance of the two national approved learning frameworks (V2), *Belonging, Being and Becoming: The Early Years Learning Framework for Australia* and *My Time, Our Place: Framework for School Age Care in Australia*, and embed them within the scheme's philosophy as a base for the educational program that is delivered at each registered residence or venue.

All educational programs, with assistance and support from the educational leader, are –

- Based on the approved learning framework and the scheme's philosophy and become the foundation of all educator practices throughout each day.
- Illustrative of each child's learning and development in relation to the principles and practices and the five learning outcomes –
 - Children have a strong sense of identity.
 - Children are connected with and contribute to their world.
 - Children have a strong sense of wellbeing.
 - Children are confident and involved learners.
 - Children are effective communicators.

The principles and practices or the learning outcomes can either be recorded within the educational program or verbally explained in detail by an educator (educators will be questioned at each visit if it's not recorded within the educational program cycle) and are

- Composed of an educational assessment and learning cycle where each element can be perceived; observations (documenting what happened), analysis of the learning (recording what the child learned), documenting (what has occurred so far), planning (how the child's learning and development will be extended), implementation (how the extension occurred), and reflection (an exploration on the cycle, its level of success).
- Clearly represent each child's voice, respects their rights, and promotes their agency.
- That the documentation of the educational program is expressed in a variety of ways, with the provision that it can be easily accessed by the families and the approved provider, and that content and operation of the educational program is displayed in the registered residence.
- That scheme and the parent/s or guardian/s have the right (where legally able) to access their child/ren's assessment and planning cycle and related documents upon request.



It is at the discretion of the educator's educating and caring at the registered residence or venue as to how the educational program is to be documented, but it is required to be representative of each child that attends the premise, consistent with how often they attend and highlights the individual and group learning occurring, with the educational leader examining each educational program monthly, and demonstrates -

- An expression of the pedagogy of the registered residence or approved venue and the educators who educate and care at the premise, as well as their awareness and comprehension of the children who attend.
- An environment embedded with play, using this as the foundation for all experiences, activities and how the environment is situated (open-ended, flexible, appropriate levels of challenge while remaining safe).
- Inclusive, culturally safe, and reflecting daily routines and interactions, planned and spontaneous experiences, and transitions and extensions.
- Consistent intentional teaching in a manner that is age and developmentally appropriate to the enrolled children, understanding that learning occurs throughout the day in all interactions and that the education and care should remain flexible to the situation as it unfolds.
- An environment that promotes, upholds and embeds the right to cultural safety and indigenous perspectives for Aboriginal and Torres Strait Islander children and families.
- The strategies used by the educators to extend on a child's voice and rights, thinking and exploration, promoting agency and independence, and including how they were actively involved in the learning process.

The documented educational program includes all aspects of the day, not just that of experiences or activities, with times such as dining together, working towards developmental milestones, or having them achieved, and/or moments of transition recorded. It is not the quantity of the documented cycle, but the quality of the learning seen in the educational program that is expected by Nurturing Family Day Care Scheme. It should at all times be -

- Underpinned by the rights of each child, which encompass, but are not limited to, the right to knowledge, to express their own ideas and interests, to have their own identity, culture, strengths, and abilities respected, and to have their family and community valued.
- Flexible and considerate of each child, respecting and encouraging children to make choices, never being forced upon them while reflecting their current wishes on where and what they are wanting to explore in that moment.
- Incorporative of each child's family and community (including that of Aboriginal and Torres Strait Islander histories and culture), with input and extension clearly documented of what is occurring outside the registered residence or venue.
- Documenting extensions to a child's development where the scaffolding of their learning has shown growth that is meaningful to the child, their family and/or their personal progression.
- Inclusive of a reflection element either attached to the educational program or separated (and accessible to the scheme) which documents how the educators at the registered residence or venue have examined the educational program, the assessment and planning cycle of the children enrolled,



and the education and care practices used (routine, communication, scaffolding, role-modelling, and the children's rights).

Educators at the registered residence or venue can implement their own reflection practices (with a written notification stating where this is found online) or respond to the reflection prompts that Nurturing Family Day Care Scheme offers to assist with personal and professional critical reflection.

Reflective Practices Procedure

Nurturing Family Day Care acknowledges the importance of embedding reflective practices into each day, and that through critical reflection an educator can ensure their practice is inclusive, without bias, and working for the benefit of all children.

Educators, coordinators, and the educational leader work diligently to ensure that reflective practices –

- Are a continuous element of the educational program and of a child's assessment and planning cycle and is a purposeful part of all associated individual's practices to ensure a high quality of education and care.
- Identify when an environment, learning approach, educational practices, etc. requires a change to ensure a positive and successful education and care setting, documenting what lead to this awareness, how changes were implemented and were they for the benefit of the children at the registered residence or venue.
- Contain the voices of all associated parties, including that of all children and their families.
- Explore -
 - What (what influenced educator choices, what determined the outcome of the event, what may have impeded a child's participation).
 - Whys (why did events unfold in that way, why did educators respond as they did, why did they make the choices they did).
 - Where (where did situations alter from the intended path, where did theorists influence decisions, where can a child's voice be observed).
 - Who (who are the theorists that influence practices, who's choices and actions affected events).
 - How (how did educators feel, how did children feel, how did their reactions influence the education and care setting).
- Are documented to ensure that all of the required elements listed in this procedure are clearly evident at the registered residence or venue.

Educational Leader Procedure

Nurturing Family Day Care has an educational leader who is knowledgeable, understands current National Quality Framework guidelines and who can relate to each family day care educator in a manner that is respectful of their skills and experiences and the challenging and demanding work that they do. They work to inspire each individual educator to work collaboratively with all children and families in an approach that strengthens their relationships with regard to the parent/s or guardian/s own important role.



The educational leader will support, guide and role model through collaborative interactions whether one to one or in group exchanges, ensuring that –

- They are knowledgeable, have experience in the industry and can unpack the required terminology in a manner that is meaningful and appropriate for each family day care educator and their own level of understanding.
- They consistently maintain their professional standards, continually seek to improve their skills and level of understanding around the role as educational leader and be purposeful in the leadership role.
- They demonstrate an in-depth understanding of the National Quality Framework (especially National Quality Standard One), 10 Child Safe Standards and Universal Principle and all of its associated elements.
- They are working with all educators consistently, assisting with the creation and implementation of the educational program, the documentation of each individual child's assessment and planning cycle, the application of the approved learning frameworks (including their principles, practices, and the learning outcomes), and the routines of the registered residence or venue.
- The scheme's philosophy and ethos' are embedded into the educational program and the supporting documents of each registered residence or venue.
- The educator's philosophical and theoretical influences are observed, reflected upon, and recorded at each registered residence or venue, with all parties understanding how these practices assist a child's learning.
- Educators are promoting a child's agency, supporting their rights and choices, and are ensuring that each child is participating in all elements of the educational program.
- Regular discussions surrounding quality area one is held, and these moments of reflection are documented within an educator's notations and are extended upon.
- They positively challenge educators to think about a child's learning, analyse their own practices, to reflect upon the daily routine and critically think about how all these elements are entwined to ensure that the highest quality of education and care is occurring.
- They are an active and continuous part of an educator's critical reflection, examining practices, the use of the approved learning framework, and ensuring that all decisions and actions reflect the rights of a child and are of a high standard.
- That every child's and family's voice (including Aboriginal and Torres Strait Islander perspectives), are being sought, documented, and included in the educational program and the child's assessment and planning cycle is shared with the relevant parties.
- They support and nurture the relationship between educator and family and child, offering advice and guidance in all stages of growth.
- They are a bridge between educators and additional support in the community, being a sounding board for issues, staying open minded and communicating effectively about concerns observed and/or raised.

Sources

Education and Care Services National Law and Regulations 2011 (Updated January 2025)



- Section 3, Objectives and guiding principles.
- Section 167, Offence relating to protection of children from harm and hazards.
- Section 168, Offence relating to required programs.
- Section 169, Offence relating to staffing arrangements.
- Section 175, Offence relating to requirement to keep enrolment and other documents.
- Section 269, Register of family day care educators.
- Reg 73, Educational program.
- Reg 74, Documenting of child assessments or evaluations for delivery of educational programs.
- Reg 75, Information about educational program to be kept available.
- Reg 76 Information about educational program to be given to parents.
- Reg 84, Awareness of child protection law.
- Reg 86, Notification to parents of incident, injury, trauma, and illness.
- Reg 87, Incident, injury, trauma, and illness record.
- Reg 90, Medical record.
- Reg 99, Children leaving the education and care service premises.
- Reg 102, Authorisation for excursions.
- Reg 118, Educational leader.
- Reg 148, Educational leader.
- Reg 153, Register of family day care educators.
- Reg 154, Record of staff, family day care co-ordinators and family day care assistants.
- Reg 157, Access for parents.
- Reg 158, Children's attendance record to be kept by approved provider.
- Reg 159, Children's attendance record to be kept by approved provider.
- Reg 168, Education and Care services must have policies and procedures.
- Reg 160, Child enrolment records to be kept by approved provider and family day care educator.
- Reg 161, Authorisations to be kept in enrolment record.
- Reg 177, Prescribed enrolment, and other documents to be kept by approved provider.
- Reg 178, Prescribed enrolment, and other documents to be kept by family day care educator.
- Reg 179, Family day care educator to provide documents on leaving the service.
- Reg 181, Confidentiality of records kept by approved provider.
- Reg 182, Confidentiality of records kept by family day care educator.
- Reg 183, Storage of records and other documents.
- Reg 184, Storage of records after service approval transferred.
- Reg 254, Declared approved learning frameworks

National Quality Standard (Update January 2026)

- 1.1, The educational program enhances each child's learning and development.
- 1.2, Educators facilitate and extend each child's learning and development.
- 2.2, Each child is protected.
- 2.2.2, Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
- 2.2.3, Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.



- 4.1, Staffing arrangements enhance children's learning and development.
- 6.1, Respectful relationships with families are developed and maintained and families are supported in their parenting role.
- 6.2, Collaborative partnerships enhance children's inclusion, learning and wellbeing.
- 7.1, Governance supports the operation of a quality service.
- 7.1.2, Systems are in place to manage risk and enable the effective management and operation of a quality service.
- 7.2.2, The education leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

Early Years Learning Framework V2

Early Childhood Australia's Code of Ethics

My Health Records Act 2012

Information Privacy Act 2009

Privacy Act 1988

Privacy Amendment (Enhancing Privacy Protection) Act 2012 (Cth).

ACECQA

Review

The policy will be reviewed at least annually, and the process of reflection is recognised as a journey and will be conducted by seeking consultation with leaders and organisations without adding to the burden of our first nation's peoples to ensure resources are where they are needed most within all communities.

We will seek feedback from different parties including, but not limited to (in no particular order):

- Approved Providers
- Regulatory Authorities
- Employees
- Educators
- Volunteers
- Families
- Carers
- Children
- Interested Parties
- Visitors
- Aboriginal and Torres Strait Islander stakeholders
- Community consultations

Created: May 2017

Reviewed: September 2017

March 2018

October 2018

October 2019

September 2020



September 2021

September 2022

September 2023

September 2024

Continuous improvement is a dynamic process where constant reflection on what is working and where challenges or gaps exist is prioritised and the next review will occur in (or sooner if needed)

Next review: September 2026