

## **Children's Experiences, Learning and Evaluation**

### **Policy Statement**

Meerilinga aspires to give children a variety of learning opportunities and experiences, in a variety of environments in partnership with families, resource and agencies. Children's educational programs will be guided by the Early Years Learning Framework and the National quality standards. The 5 learning outcomes will be imbedded in all children's educational programs and experiences:

1. Children will have a strong sense of identity
2. Children will be connected with and contribute to his or her world
3. Children will have a sense of well being
4. Children will be confident and involved learners
5. Children will be effective communicators

(Education and Care Services National Regulation (73))

### **Policy Purpose**

Meerilinga's Children's Programs provide a program that is developmentally appropriate to the strengths of the children attending the service and stimulates and provides for the development of each child's social, physical, emotional and intellectual ability, including language skills and creativity, in partnership with the care and education children receive from their parents/families.

### **Scope**

This policy applies to children, families, staff, management and visitors of the service.

### **Exclusions**

### **Policy Review**

At least annually or from time to time the organisation may make changes to this policy to improve the effectiveness of its operation.

### **Implementation**

The Quality Advisor will be responsible to the licensee for the development and documentation of the programs and for ensuring resources are allocated for staff to meet their programming responsibilities. Programming is cyclic to incorporate a focus on all children attending and will be shared with families in accordance with regulation 76 of the Education and Care Services National Regulations and the National Quality Standards.

The approved learning framework includes the principles, practices and learning outcomes that guide Educational Leaders and Educators in their curriculum decision making, and assist them in planning, delivering and evaluating quality programs in early childhood settings.

### Early Years Learning Framework

- Each child's learning will be based on their interests and strengths and guided by educators.
- Educators must work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.
- Every child will be equally valued. Their achievements & learning will be celebrated.
- Educators will observe and record the strengths and learning of each child.
- Educators will work closely with children and families to produce ideas for the curriculum.
- Learning Outcomes will be linked to the curriculum during and after each child's learning has occurred.
- The curriculum will be constructed on the children's interests, educators extending children's interests, spontaneous experiences and family contribution.
- Where appropriate, the service will liaise with external agencies and support persons to best educate and care for children with additional needs.
- Where appropriate, the curriculum (play and learning experiences) will build and develop each child's Learning Stories, Portfolio and Observations of each child's strengths and development.
- The curriculum will be evaluated and reflected upon continuously by educators.

Children's Play and learning programs will provide opportunities for child initiated and alternative choices individually or in groups to develop respectful and positive relationships with staff members and with others with peers or other adults to develop their social competence, with the appropriate staff supervision, engagement, support and communication. Children will have ready access to personal clothing and possessions in their allocated storage space.

Educators will be provided with opportunities such as networks, training, and publications to further their professional development in quality care and education practices.

The program will be balanced to provide indoor and outdoor experiences, explore diversity, new learning and celebrations (Education and care services national regulations and the Early Years Learning Framework).

Programs will be displayed in a location highly visible to families and workers and invite discussion and input into any aspect of the program development and review. Copies of programming records are kept in accordance with the Education and Care Services National Regulations.

Routines and transitions (will be communicated to children, families and workers with timeliness, respect, developmental appropriateness and abilities.

- Availability and appropriateness of indoor/outdoor space
- Workers experience
- Child/staff ratios
- Number and ages of children
- Children from the same family
- Children from diverse backgrounds
- Continuity of care
- Children's individual needs and developmental abilities

Equipment, furniture and resources must have the endorsement of the Australian Safety Standards and are used in accordance to the manufacturer's recommendations. Toys of violence are considered inappropriate to Meerilinga's aim of providing a safe and caring environment and will be returned to the adult guardian.

The service will maintain and update annually an inventory of all equipment, resources suppliers and manufacturer's instructions.

***Director / Nominated Supervisor/ Responsible Person will:***

- Ensure that a suitable program based on an approved learning framework is delivered to all children.
- Ensure all Educators work as a team in preparing and/or implementing the curriculum which collaborates with the service philosophy.
- Ensure modifications are made in the environment for children with special needs.
- Management will make appropriate, professional referrals where necessary with family permission
- Ensure a conscious balance between indoor and outdoor experiences is planned for with large blocks of unstructured time for child initiated play
- Promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences.
- Support families through positive, respectful and reciprocal relationships through regular communication.
- Ensure each child is acknowledged for their uniqueness in a positive way.
- Support children's efforts, assisting and encouraging as appropriate.
- Be consistently aware of and responsive to children who may require additional support, assistance or attention, noticing and listening carefully to children's concerns and discussing diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour.
- Ensure the educational program is displayed in a place that is accessible to parents and families.
- Ensure a copy of the program is available at all times.

**Educators will:**

- Implement an ongoing cycle of planning, documenting and evaluating children's learning which will underpin the educational program and involves educators in critically thinking about what is obtainable and why.
- Document children's experiences and their responses to the environment making children's learning visible to children, educators and families and promotes shared learning and collaboration.
- Provide experiences that include both structured and unstructured learning times catering for children's individual needs, interests and are age appropriate.
- Ensure materials and equipment reflect the cultural diversity and family values that exists in our society.
- Respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
- Provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising
- Promote children's participation in a range of safe active play learning experiences
- Plan and implement intentional teaching of Fundamental Movement Skills experiences to support the physical development of children of all ages (2-5 years).
- Gather information from families upon enrolment regarding the child's needs, interest and family backgrounds. This information is treated as confidential and allows Educators to provide experiences that interest and extend children's current development. We feel that it is important to develop a partnership between parents and Educators to ensure that consistency between home and the Service occurs and that the best possible care is provided.
- Make sure the child's participation in the program is available for families.
- Encourage communication with families about physical activity, gross motor and fundamental movement skills development.
- Ensure families receive a copy of children's learning progress.
- Explore ideas and theories using imagination, creativity and play, during large blocks of uninterrupted time.
- Use the learning outcomes to guide their planning for children's learning.
- Intentionally scaffold children's understanding and learning.
- Provide children with ongoing encouragement and positive reinforcement
- Provide opportunities for children to be active daily through a balance of planned and spontaneous experiences within the indoor and outdoor environment.
- Make use of spontaneous 'teachable moments' to extend children's learning.
- Respond to children's displays of learning dispositions by commenting on them and providing encouragement and additional ideas.

- View children as active participants and decision makers, working with each child's unique qualities and abilities.
- Further extend critical thinking skills through provocations.
- Plan realistic curriculum goals for children based on observation and assessment of individual needs and interests.
- Seek opportunities within the routine for spontaneous play.
- Ensure that all children's experiences are recognised and valued with equitable access to resources and opportunities to demonstrate their learning.
- Use a variety of methods to assist their reflection on children's experiences, thinking and learning.
- Ensure critical reflection clearly exams all aspects of events and experiences from different perspectives, identifying children's learning, spontaneous play, teaching strategies and changes that may be needed in the environment.

***We aim to promote children's participation in physical activity by:***

- Fostering children's Fundamental Movement Skills including, running, galloping, hopping, jumping, leaping, side-sliding, skipping, overarm throwing, catching, striking a stationary ball, kicking, underarm throwing and stationary dribbling through role modelling appropriate skills.
- Providing active play experiences that encourage children to explore, be creative and challenge their development.
- Providing space, time, and resources for children to revisit and practice FMS and engage in active play.
- Providing opportunities for Educators to attend professional development to enhance their skills and knowledge about the importance of physical activity in children.
- Providing positive instruction, role modelling and advice to children as they develop and improve their skills.
- Working in collaboration with families and professionals to provide active experiences that are inclusive of all children.
- Assisting children to develop daily habits, understanding and skills that support health and wellbeing.

<b>Children's Experiences, Learning and Evaluation Policy</b>	
<b>Process Owner</b>	<b>CEO</b>
<b>Effective Date</b>	<b>8 February 2019</b>
<b>Date of Last Revision</b>	<b>23 January 2019</b>

<b>Associated Documents</b>
<p>Meerilinga Policy Manual</p> <ul style="list-style-type: none"> <li>• Preface - Section 1 - Strategic and Business Planning Policies (Code of Ethics &amp; Conduct)</li> <li>• Section 2 - Human Resources Policies</li> <li>• Section 3 - Finance, Assets and Administration Policies</li> <li>• Section 6 - Children's Program Policies</li> <li>• Section 7 - Workplace Health and Safety Policies</li> <li>• Section 8 - Guidelines</li> </ul>
<ul style="list-style-type: none"> <li>• Meerilinga Philosophy</li> <li>• Children's Program</li> <li>• Critical Reflections and Plan</li> <li>• Children's Individual Developmental Records</li> <li>• Daily Report</li> </ul>

## **Records Management**

<b>Title</b>	<b>Location</b>	<b>Responsible Officer</b>	<b>Minimum Retention Period</b>
Educational Program's	CFC	Director / Educator	3 years from exit
Children's Individual Developmental Records	CFC	Director / Educator	3 years from exit
Inclusion Support Plan	CFC	Director/ Advisor Enrolment & Inclusion	3 years from exit

## **Reference**

- Education and Care Services National Law Act (WA) 2012 - *October 2018*
- Education and Care Services National Regulations (WA) 2012 - *October 2018*
- ACECQA - National Quality Standards - *February 2018*
- ACECQA - Belonging, Being & Becoming - Early Years Learning Framework
- Code of Ethics - *Meerilinga*
- Code of Conduct - *Meerilinga*
- Family Assistance Law
- Privacy Act 1988
- Children and Community Services Act 2004
- United Nations Convention on the Rights of the Child

## Mapping Policy and Processes

Education and Care Services National Law (WA) Act 2012	
<b>Section</b>	168

Education and Care Services National Regulations (WA) 2012	
<b>Regulations</b>	73, 74, 75, 76, 168, 254

Standards for RTOs 2015
Vocational Education and Training is a significant contributor to Australia's economy domestically, being the primary mechanism to meet the skilling needs of the Australian community. The standards give the community confidence that RTOs are delivering quality training and assessment that is highly regarded both locally and overseas.

Policy Area	National Quality Standards Early Childhood	National Standards for Volunteering Involvement 2015	Standards to Community Services	Standards to Family Support
Children's Programs	QA 1 - 1.1, 1.1.1, 1.1.2, 1.1.3, 1.2, 1.2.1, 1.2.3, 1.3, 1.3.1, 1.3.2, 1.3.3. QA 2 - 2.1, 2.1.1, 2.1.2, 2.1.3, QA 3 - 3.2, 3.2.2, 3.2.3. QA 4 - 4.1.1, 4.2.2. QA 5 - 5.1, 5.1.1, 5.1.2, 5.2, 5.2.1, 5.2.2. QA 6 - 6.1, 6.1.2, 6.2, 6.2.1, 6.2.2, 6.2.3. QA 7 - 7.1, 7.1.1, 7.1.2, 7.1.3, 7.2, 7.2.1, 7.2.3.	N/A	N/A	N/A