

Children's Development and Education Policy

This Policy is to be read in conjunction with Shoalhaven Family Day Care

- **Educational Leader Policy**
- **Family Involvement Policy**
- **Transition to School Policy**
- **Children with Additional Needs Policy**
- **Inclusive Practices Policy**

Aim

Shoalhaven Family Day Care aims to provide a curriculum which encourages children to be actively involved in the learning process and to experience a wide variety of developmentally and culturally appropriate experiences.

The Educational Leader will guide Educators and Co-ordination Unit staff in ensuring the curriculum underpins the core principles, practices and outcomes of both the Early Years Learning Framework (EYLF) and the Framework for School Aged Care (FSAC).

Background

The educational curriculum enhances children's learning and development. Family Day Care Educators and staff make curriculum decisions that uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued.

Method

- The Educator's curriculum needs to reflect the service's philosophy and meet the requirements of the Educational and Care Services National Regulations.
- Educators need to develop an initial picture of each child through information on enrolment forms, interview with family and family/child information form.
- Family knowledge of their child should be used to assist in the development of an appropriate program of experiences for the child.
- Children's assessment of learning will be part of an ongoing cycle that includes planning, documenting and evaluating children's learning.
- Children's portfolios / journals will include analysis of learning and links to the programme.
- Educators will develop and maintain a system to ensure that each child has a documented observation in their individual portfolio at least one per calendar month.
- Documentation is to be available to families about each child's learning and progress in care. Children will have access to an up to date hard copy of their individual documentation to reflect and revisit their individual learning.
- Initial and ongoing training in Child Development and Documentation is essential to an Educators professional development and ability to provide quality care and

education. Each Educator will have visits / discussions with the Educational Leader.

- Educators need to provide an inclusive program based on the EYLF and FSAC in which children:
 - Develop a strong sense of identity
 - Become connected and contribute to their world
 - Develop a strong sense of wellbeing
 - Are becoming confident and involved learners and effective communicators.
- Programs and daily routines will be displayed and family and child input will be valued and encouraged.
- Programs will be evaluated on an ongoing basis and Educators will critically reflect on this information to enhance future programs.

Educational Leader

- Encourages a culture of professional enquiry, reflection on practices and generates new ideas to be shared within the Family Day Care Community.
- Promotes the Early Years Learning Framework and Framework for School Aged Care.
- Encourages ongoing planning and evaluation that focuses on children's learning and development.

Transition to other Early Childhood Programs

- The service will make available to families on request:
 - Contact details of other early childhood services including long day care, pre-school, out of school hours (OOSH), playgroups, early childhood centres, early intervention services and schools in the local area.
 - Information regarding choice of quality care (e.g. newsletter, information or articles).

Educators and staff will support a family's decision to utilise other early childhood services.

Transition to School

Refer to **Transition to School Policy**.

Legislation Requirement:	Education and Care Services National Law Act 2010 Education and Care Services National Regulations National Quality Standards
Resources:	My Time Our Place Early Learning Years Framework

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