
Educational Program and Practice Policy

Date Reviewed:

June 11, 2025

Regulation:

73, 4.1

Standards:

1.1, 1.2, 1.3

Woden Valley Early Learning Centre (WVELC) Mission Statement is to;

Nurture confident, respectful and responsible citizens of the world.

Our Centre Philosophy is based on the core values of;

Respect, Initiative, Mindfulness and Excellence

WVELC educational program aims to support this Mission Statement using the values in the Centre Philosophy, in line with all National Regulations and approved framework, to provide a rich educational and developmental experience for our children.

At Woden Valley Early Learning Centre the Early Years Learning Framework (EYLF) informs and underpins the educational program and pedagogical practice in our Centre. The EYLF's Principles, Practices and Learning Outcomes inform educators of approaches to the children's learning, including intentional teaching, decision making and an ongoing cycle of observation.

Woden Valley Early Learning Centre is committed to an equitable approach to social justice to support the inclusion and participation of every child and their family within our Centre and recognizes the importance families have in their child's early years to support them to identify with and make meaning of their world.

Our educational programs and pedagogical practices also value and respect Aboriginal and Torres Strait Islander Culture, identities and connections to community and Country as identified and working towards, in our Reconciliation Action Plan.

Aim

Educators aim to create effective learning environments using intentional teaching strategies and provocations, working in collaboration with each child's family. Educators also regularly observe children to develop individualized programs and document learning to create a portfolio available throughout the year. Children and their families are encouraged to participate in ongoing learning and reflective practices to promote active engagement with the Centre.

Implementation

- Continuous critical reflection and research is undertaken to develop Educator's knowledge and understanding of current trends and best practice to ensure that our programs reflect the best possible approach to Early Childhood Education and Care practices.
- Elements of relevant early childhood theorists, care giving approaches and scientific research are reflected in the environments.
- The role of the family is to support the guidance of their child's learning through goal setting opportunities twice a year promoting a holistic culture of high expectations for learning.
- The role of the Pedagogical Leader is to work with Educators to provide curriculum direction and to ensure children have the opportunity to work towards the outcomes of the approved learning framework.
- The role of the Room Leader is to plan, develop and implement a learning program which builds on each child's knowledge, strengths and interests while linking it to the Early Learning Framework and Term Curriculum. Room Leaders shall also monitor and ensure that all children's learning is documented and updated regularly.
- The role of the Educators is to document children's learning, develop Possible Lines of Development (PLOD) for future learning and to reflect on the process. All educators shall assist in the development and delivery of the daily program to the children in the Centre.

Early Years Learning Framework and the Documentation of Learning

- Observations of each child enrolled in our centre shall be documented and kept for future reference and reflection, through use of Storypark posts, learning stories, portfolios, Daily Reflections, art projects and displays.
 - Storypark is a private online service that enables parents, families and Educators to work together to record, share and extend a child's learning. A child's development can be documented through photos, videos, stories, notes and comments. Families can also use Storypark to share stories back to educators allowing bidirectional communication enriching the learning experience for each child. Storypark is a flexible way to document a unique story for each child and provides a platform for on demand information regarding the educational program.
 - Each child's learning shall be based on their voices, interests, developmental stage and strengths and guided by our educators through spontaneous experiences and intentional teaching.
 - Each child's learning and achievements will be celebrated, with their ideas and interests extended and explored upon in ethical and equitable ways.
 - Family values, culture, experiences and traditions shall be respected and incorporated into the program when possible.
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- Where appropriate, the Centre shall liaise with external agencies and support organisations to best educate and care for children with additional needs.

Learning and Play

- Every child has a universal right to play. Play is essential and valuable for children's learning development. Early Childhood Australia has released its Statement on Play that incorporates 6 Guiding Principles that WVELC use to guide practice and understanding the nuances of play needed for children to grow.
- Nature Pedagogy is the art of teaching through the natural environment and varying concepts and knowledge are used throughout the program to enrich children's development and understanding of their rights and responsibilities to the land, the animals, others and themselves.
- Each child is encouraged to engage in and express themselves through a wide variety of indoor and outdoor learning experiences.
- Open ended learning experiences and environments that promote self-exploration are used to support each child interests and strengths and aim at extending and enhancing their development aligning with the outcomes of the EYLF.
- Language development is encouraged through Educators modelling language, social interactions, effective communication, and group time provocations.
- Social/emotional and independence skills are strengthened through provocations such as role-play, dramatic play, group games and self-help tasks.
- Music and movement provocations are embedded into the routines and rituals and educational programs encouraging physical, social, and creative areas of a child's development.
- Risky play is intentionally encouraged and integrated throughout the day, with appropriate measures in place to ensure all provocations are as safe as possible. Educators and children collaboratively establish and consistently uphold rules and procedures to support safe engagement, while critically reflecting on the benefits and strategies associated with risky play. Road safety, hygiene, dental care, and nutrition are included in the educational program through planned and spontaneous provocations.
- A child's home language, culture and religious practices are valued and shared in collaboration with families to be ethical and culturally appropriate.
- The routines and rituals are organized in a way that foster children's learning and sense of agency, enabling them to make decisions that influence their day.
- Each Educator has an understanding of the cycle of planning and is able to plan for each child's individual learning.

Related Policies and Procedures

- Reconciliation Action Plan

References

- *Education and Care Services National Regulations 2011*
 - *National Quality Standards for Early Childhood Education and Care (NQS)*
 - *Early Years Learning Framework – Belonging, Being and Becoming*
 - *Early Childhood Australia – Statement on Play*
 - *Australian Children's Education and Care Quality Authority - Guidelines for documenting children's learning.*
 - *National Quality Standard Professional Learning Program – Documenting children's learning and development Case Study*
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