

Educational Program & Practice

Educational Program Policy.

Our Vision.

To give every child **the best start in life.**

Our Mission.

To deliver high quality childcare and exciting learning opportunities for every child, giving them a head start as they prepare for school.

Our Values.

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| Care | We take care of the children entrusted to us and our dedicated staff. All are appreciated and diversity is valued. |
| Quality | We maintain the highest standards in care and safety and provide exceptional early years education. |
| Service | We provide exceptional service and are integral to supporting parents bringing up children. |
| Value | We provide outstanding value for our families. |



To guarantee that educational programs and practices foster a pedagogically rich environment, Busy Bees Early Learning Australia aims to create stimulating and engaging experiences that amplify children's learning and development. Our objective is to offer our educators comprehensive guidance concerning educational programs and practice within our Services, enabling them to optimise the learning and development outcomes for all children.

NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 1 - Educational Program and Practice

1.1 - Program	1.1.1 - Approved Learning Framework
	1.1.2 - Child-Centred
	1.1.3 - Program Learning Opportunities
1.2 - Practice	1.2.1 - Intentional Teaching
	1.2.2 - Responsive Teaching and Scaffolding
	1.2.3 - Child Directed Learning
1.3 - Assessment and Planning	1.3.1 - Assessment and Planning Cycle
	1.3.2 - Critical Reflection
	1.3.3 - Information for Families

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS

Part 6	Operating an Education and Care Service (Law - 168)
Part 4.1	Educational Program and Practice (Reg - 73, 74, 75, 76)
Part 4.3	Physical Environment (Reg - 107, 108)
Part 4.4	Staffing Arrangements (Reg - 118, 120, 123, 126, 129, 148)
Part 4.5	Relationships with Children (Reg - 155, 156)
Part 4.6	Collaborative Partnerships with Families and Communities (Reg - 157)
Part 4.7	Governance and Leadership (Reg - 168, 170, 171, 177)
Part 7.1	General transitional and savings provisions (Reg - 254)

RELATED POLICIES

Child Enrolment and Orientation Policy	Respectful Relationships with Children Policy
Code of Conduct Policy	Social Media Policy
Confidentiality and Privacy Policy	Sun Protection Policy
Excursion and Incursion Policy	Supervision Policy
Record Keeping and Retention Policy	Technology and IT Resources Policy

PURPOSE

Busy Bees Early Learning Australia aim to enhance children's learning and development through the pedagogical practices of employees in a positive learning environment through which the five learning outcomes from the Early Years Learning Framework (EYLF) are supported and promoted. Employees will gather and interpret information about children as individuals to inform the preparation of the environment, and implement experiences that are engaging and meaningful, supporting children's holistic development.

Education and care occur simultaneously, and thoughtful planning and design will ensure that children receive both the best education and the highest quality care. We aim to instil in all children a desire and curiosity for learning.

SCOPE

Children, Employees, Management, Visitors and Families

POLICY

At Busy Bees Early Learning Australia, we believe that all children are successful, competent, and capable learners and offer children opportunities to learn and make sense of their world through a play-based curriculum. We create stimulating and nurturing environments that encourage self-confidence, imagination, and respect for others, and will ensure materials and equipment reflect the cultural diversity and Family values that exists in our society.

Under the National Law and National Regulations, Services are required to base their educational program on an approved learning framework. There are two nationally approved learning frameworks which outline practices that support and promote children's learning: Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF) - Approved learning framework under the NQF for young children from birth to five years of age, and My Time, Our Place: Framework for School Age Care in Australia - Approved learning framework under the NQF for school age children.

Mandatory state and territory specific frameworks will also be implemented across Busy Bees Services. Programs will focus on addressing the developmental needs, interests, and previous experiences of each child, while considering individual differences.

Educational Leader

All Busy Bees Services will have a suitably qualified and experienced Educational Leader who is designated in writing, to lead the development and implementation of educational programs in the Service.

The appointed Educational Leader will:

- Collaborate with educators and provide curriculum direction and guidance
- Support educators to effectively implement the cycle of planning to enhance programs and practices
- Lead the development and implementation of an effective educational program in the Service
- Ensure that all children's learning and development is guided by the learning outcomes of the approved learning frameworks
- Regularly perform programming checks with all educators
- Focus on enhanced educational outcomes
- Ensure that age and developmentally appropriate programs are being delivered for each child

Programming and Documentation

Suitable programs based on approved learning frameworks will be delivered to all children. Employees will be conversant with the Learning Frameworks and Curriculums applicable to the Service and will work as a team in preparing and implementing the curriculum which adheres to the Service philosophy.

An ongoing cycle of assessment, planning, documenting, and evaluating children's learning will be implemented which will underpin the educational program and involve employees in critically thinking about what is achievable and why. Children's experiences and their responses to the environment will be documented making children's learning visible to employees and Families which will promote shared learning and collaboration.

Confidential information provided by Families upon enrolment regarding their child's needs, interests, and Family backgrounds will assist employees to provide experiences that interest and extend children's current development.

Busy Bees employees will plan realistic curriculum goals for children based on observation and assessment of individual needs and interests. Employees will intentionally scaffold children's understanding and learning, provide ongoing encouragement, positive reinforcement, opportunities to be active and engaged daily through a balance of planned and spontaneous experiences within the indoor and outdoor environment, and make use of spontaneous 'teachable moments' to extend children's learning. Learning outcomes will guide the planning for children's learning.

Experiences will be provided that include both structured and unstructured learning times catering for children's individual needs and interests; are age appropriate; actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning, and hypothesising; support and develop all developmental areas; and allow large blocks of uninterrupted time for children to develop their ideas and play.

Physical Activity

Physical activity is vital for young children's health, wellbeing and development and lays the foundation for a healthy active life. All babies and young children benefit from a mix of physical activity, inactivity, and sleep. Our Services recognise the important role educators have in promoting children's physical activity in appropriate ways ensuring children's comfort and wellbeing requirements are being met. To promote healthy growth and development, young children should participate in a range of developmentally appropriate, enjoyable, and safe play-based and structured physical activities in a variety of environments, both independently as well as interacting with adults and other children. Developing fundamental and tactical movement skills provides children with the opportunity to acquire and master a range of movement skills and dispositions to participate in a lifetime of physical activity as confident, competent, and creative movers.

Educators will ensure opportunities are provided in the daily program for children to be active every day through a balance of planned and spontaneous active play experiences that are both educator led, and child initiated (including everyday tasks), in the indoor and outdoor environments. Educators will ensure they adhere to the Sun Protection Policy when partaking in outdoor activities. Educators will be encouraged to promote and utilise valuable resources available for promoting healthy eating and physical activity, e.g., Get Up and Grow and Munch and Move.

Critical Reflection

Busy Bees employees will ensure critical reflection clearly examines 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.

Children's displays of learning dispositions will be responded to by providing encouragement, additional ideas, and extending on critical thinking skills through provocations. All children's experiences will be recognised and valued with equitable access to resources and opportunities to demonstrate their learning. Modifications will be made to the environment for children with additional needs.

Partnerships with Families

Strong partnerships between Families and employees will ensure that consistency between home and the Service occurs and that the best possible education and care is able to be provided. Families will be supported through positive, respectful, and reciprocal relationships through regular communication, and will be offered opportunities to contribute to the curriculum design and recording of learning. In consultation with the Family, Management will make appropriate, professional referrals for children where necessary.

Information about the child's participation in the program is readily available via our digital platforms for Families, and updates of children's learning progress will be regularly communicated. Educational programs will be always available and accessible.

Busy Bees view children as active participants and decision makers, valuing each child's unique qualities and abilities. We take great pride in our Services, the learning environments, and educational programs that we provide and are committed to best practice and continuous improvement to ensure that every child is given the best start in life.

SOURCES

[ACECQA](#)

[National Quality Standard](#)

[Education and Care services National Regulations](#)

[Education and Care Service National Law Act 2010](#)

[Early Childhood Australia](#)

[The Early Years Learning Framework for Australia](#)

[Guide to the National Quality Standard](#)

[Guide to the National Quality Framework](#)

[Get up and Grow - Healthy eating and physical activity for early childhood](#)

[Munch and Move](#)

[Being Belonging & Becoming - The Early Years Learning Framework for Australia](#)

[My Time, Our Place: Framework for School Age Care in Australia](#)

[Queensland only: Queensland Kindergarten Guidelines](#)

[Victoria only: Victorian early Years learning and Development Framework](#)

[Western Australia only: Curriculum Framework for Kindergarten to Year 12 Education in Western Australia](#)

[Australian Capital Territory only: Every Chance to Learn - Curriculum Framework for ACT Schools and Preschool to Year 10](#)

[Tasmania only: Tasmanian Curriculum, Department of Education of Tasmania 2008](#)

VERSION CONTROL

This policy will be reviewed every 2 years and/or in line with legislation and organisation requirements.

Version	Date	Owner	Responsibility	Change Description
1	01/10/2023	Chief Pedagogy & Safeguarding Officer	Policy Development Officer	Replace all previous version

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