

▲ EDUCATIONAL PROGRAM

▲ NQS

Element 1.1: The educational program enhances each child's learning and development.

Element 1.1.1: Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

Element 1.1.2: Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.

Element 1.1.3: All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

Element 1.2: Educators facilitate and extend each child's learning and development.

Element 1.2.1 Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

Element 1.2.2: Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions, and feedback.

Element 1.2.3: Each child's agency is promoted, enabling them to make choices and decisions that influence events in their world.

Element 1.3.1: Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analyzing, learning, documentation, planning, implementation, and reflection.

Element 1.3.2: Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

Element 1.3.3: Families are informed about the program and their child's progress.

Education and Care Services National Regulations: 73-76,

▲ PURPOSE

To provide a clear explanation of how the educational program is developed to support children's learning and development.

To create an engaging curriculum for children's learning and development. For educators to continuously engage in ongoing learning and critical reflection of their teaching practices and provide a program that embodies the FROEBEL philosophy and the FROEBEL Vision, Mission, and Values statement (VMV).

▲ PROCEDURES

The educational program is developed using key elements of the FROEBEL philosophy to guide practice. The FROEBEL Philosophy and FROEBEL VMV supports the ongoing



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reflection of educators' teaching practices and engagement when observing, documenting, and planning the curriculum.

The curriculum development is further supported and implemented by:

- Working with the approved learning framework for each state (NSW, EYLF; VICTORIA EYLF & VEYLDF)
- Following the planning cycle from these frameworks
- The Little Scientists Inquiry Cycle
- Immersive language learning concepts (German/Spanish)
- Tailoring experiences to meet the needs and interests of all children attending the centre
- Current evidence-based research from both global and local contexts
- Maximising opportunities for each child's learning and development
- Ensuring the curriculum is available to children, parents/guardians, and other persons authorised to review and contribute to the program.

Children's grouping and the educational program:

We group children in our FROEBEL centres in accordance with the law and regulations pertaining to educator to child ratio. Children may therefore be grouped in mixed ages throughout the service. At certain times of the day all children will engage in mixed age groups to support their social and emotional development as well as their sense of security and belonging, to be able to transition through the centre and within the various rooms.

The educational program ensures children's learning and development always maintains the child's individual needs within the group.

In cases where children are on the cusp of turning an age where they may transition to the next age group/ room, they may need to continue their learning in their current space for the following reasons:

- Individual developmental readiness
- Vacancy within the next room

At all times, FROEBEL educators ensure all children in all spaces are provided with optimal learning and development experiences as the curriculum in each room is designed and adjusted accordingly.



Developing the curriculum includes:

- Observation, analysis and reflection of *individual* children's strengths, interests, and abilities.
- Planned and spontaneous learning experiences for individual children within the larger group informed by observations and reflective practice.
- Making curriculum decisions to maximise opportunities for individual and groups of children to support each child's learning and development.
- Supporting children's learning and development through daily routine experiences.

The Early Years Learning Framework states:

The planning cycle describes the process educators follow in planning, documenting, responding to and supporting children's learning. Educators make many decisions about curriculum planning based on their professional knowledge, their knowledge of children and local contexts, and their understanding of the Vision, Principles, Practices and Learning Outcomes of the Framework. The steps, sequences and components of the planning cycle that are identified and below can occur spontaneously, 'in the moment', throughout the day or over a period. Educators use these 5 components to inform their thinking about children's experiences and improvement of practice to develop and implement a curriculum that is inclusive of all children. It is important to note that documentation occurs at every stage of the planning cycle.

(BELONGING, BEING & BECOMING: The Early Years Learning Framework for Australia – V2.0, 2022)

	OBSERVE / Listen / Collect information <p>Educators use multiple sources of information to gather and document different aspects of children's learning, development and wellbeing. This can be undertaken across the whole curriculum and throughout the day, including during routines, planned and unplanned experiences, and interactions with peers, family members and other adults.</p> <p>Educators observe, listen to, engage with, and are attuned to children's dispositions, curiosity, discoveries, theories, perspectives, knowledge skills, involvement in learning and contributions to their own learning and the learning of others.</p> <p>Educators acknowledge, document and describe children's capabilities and unique ways of belonging, being and becoming ensuring children's and families' voices are sought, heard and included.</p>
	ASSESS / Analyse / Interpret learning <p>Educators draw on a range of sources of information including their professional knowledge and early childhood theories to clearly identify children's strengths and capacities and consider these in relation to the Learning Outcomes and/or other assessment criteria. This includes children's awareness and understanding of their own learning, including the embodied nature of very young children's demonstration of their own learning goals.</p> <p>Educators draw on their knowledge and the expertise of the children, families, communities and other professionals they work with, to interpret their collection of information.</p> <p>Educators assess children's learning and engagement in a variety of ways, in the moment and over time, and in diverse context for and with children.</p>
	PLAN / Design <p>Educators' planning is inspired and informed by their thoughtful analysis of the information collected and their documentation. Using this analysis, they plan how to consolidate, enrich and extend children's learning and thinking.</p> <p>Educators are intentional in their choice of appropriate learning and teaching strategies, content, resources, design of the use of time and indoor and outdoor learning environments.</p> <p>Educators ensure relational and place-based pedagogies are at the core of planning meaningful learning experiences for children and groups of children. Plans can be jointly constructed in collaboration with children and in partnership with families.</p>
	IMPLEMENT / Enact <p>Implementation is where the plans turn into action.</p> <p>Educators enact and review their planned learning experiences for individuals and groups of children throughout the day. They extend children's learning during structured and spontaneous adult-led experiences, child-led play, mealtimes and personal care routines, and indoor and outdoor environments.</p> <p>Educators' intentionality shines within the aspect of the planning cycle, where their learning and teaching strategies, engagement and thinking amplify children's learning.</p>
	EVALUATE / Critically reflect <p>Educators use their assessment of, as and for children's learning to evaluate the implementation of plans. Educators consider how meaningful and effective the plans have been for children's learning development and wellbeing, giving considerations to children's cultural and linguistic identities and diverse capabilities.</p> <p>Evaluation is a time of critical reflection to consider 'What worked well and why?', 'What will I do differently next time?' and 'How can I further extend children's learning?' Critical reflection is a powerful tool for educators to consider the learning possibilities moving forward.</p> <p>Educators' evaluation also identify areas for information sharing with colleagues and professional learning that will improve curriculum processes and practices.</p>

Documentation for the educational program is collected, stored, and shared with families using Storypark.

- Storypark is a secure online learning and development program where families and educators collaborate to share knowledge of children's strengths, interests, and abilities.

Story Park access and procedures

- Upon enrolment children's parents will be invited to accept their Story Park invitation which will give them access to the Centre community pages, their child's room page and their child's individual portfolio page.
- For employees, upon commencement in their role they will be invited by the Centre Director to their relevant Story Park page and rooms including FROEBEL Australia Educators page. The Centre Director and or Educational Leader will provide an induction to Story Park at the commencement of their employment.
- When an educator concludes their employment at FROEBEL the Centre Director is responsible for removing the educators from all pages.
- When a family concludes their enrolment, the Centre Director will ensure that the child's portfolio is archived accordingly, and the family removed from the service pages.

The following elements are part of the ways in which learning, and development is shared.

Child's individual portfolio page

- Documentation about your individual child's learning and development,
- Documentation appears in various forms depending on the experience that your child has engaged with and what the educators are observing and following up on with their intentional teaching practices.
- You may see an individual child plan, child notes and learning stories in your child's portfolio page.

What does this look like? Educators use the following observational data collection methods to share your child's learning and development.

- **Anecdotal records** – a short note usually written in past tense, although you may sometimes see these in present tense. It is a short paragraph that explains the learning and development that has occurred during an experience or through the day that is relevant to your child. This may or may not have a photo attached to it,
- **Jottings** are a short post with a few 'ah ha' moments that the educator will notice about your child and note down to inform their planning for future learning and development. They may also be collected to form a part of a large piece of documentation which tells you a story about your child's learning and development.



- **Learning stories-** these are usually longer pieces of documentation, you may see a 'story' that has a beginning a middle and an end, which may be at the conclusion of a longer-term project or set of experiences which has taken place over some time. It may share with you where the child(ren) began their learning journey, where they travelled and where they concluded or where they are moving to next.
- **Photo observations-** these may be used with other forms of observations, or they may be used on their own. These may have an accompanying note to share what the purpose of taking this photo was, they may tell you what you can't see in the image and explain why this is important to capture.
- **Video recordings:** the technology of story park enables the educators to upload snippets of recordings to your child's portfolios, this is a superior way to share conversations that are taking place and children in 'action'. It supports the educators to analyse development such as language, social interactions or physical movement and they can share specifically what they are noticing. These would be accompanied with a short note to share why they captured that moment and why it was of value and what they will do next to further support your child's learning and development.
- **Language transcripts,** these may be handwritten or recorded and transcribed. This type of observational technique supports the educators in their teaching techniques as well as sharing where the child is at in social communication skills, with their teachers or with their peers. Educators can analyse these transcripts and identify the intentional teaching they need to focus on.
- **Work samples:** work samples are the progress in photos or the end product of children's work. It may be a painting, or it may be a construction piece. Work samples are a fantastic way to identify children's strengths and abilities, and it is a way of honoring children's learning, and sharing this with you.
- **Individual learning plans:** a document which outlines the child's individual strengths and interests as well as learning and development goals to be developed or strengthened (discuss the individual learning plan with your child's educator or centre director)

What you can expect to see on the community pages:

- Announcements of community events taking place, for example a visit from the fire department, or an invitation to participate in a centre event, or a notification that a policy review has taken place.
- The Centre Director will use community pages to make announcements relating to Centre events and will introduce new employees as well employees who will be leaving the service. Employees may add an additional introduction or farewell note which will be sent to the Centre Director first and then added as an attachment when the Centre Director makes the announcement.

What you can expect to see on the individual room pages



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- Information regarding group experiences relating to the educational program, announcements of events that are taking place that are specific to that room.

What it will not look like.

- A Facebook or Instagram feed full of photos with random comments.

How many pieces of documentation will you see?

- This will vary depending on your child's attendance patterns, and you will see a varied number of the above types of documentation on your child's portfolio page. Essentially there is no magic number, the Education and Care Regulations for Early Childhood asks us to document and plan for individual and groups of children within the learning program, it does not stipulate the number of observations, and the type of observations that a child is to have. There are no 'rules' for photos to be up each day, and from the above list you will see variety of techniques used to share the information on your child's portfolio page. Observation methods above are tools for educators to document children's learning and development and plan appropriate experiences and environments to support your child.

Daily / Weekly Journal

- Your individual FROEBEL service will provide a summary of the group learning via a reflection post or learning stories. Reflections will be shared as appropriate to the learning experiences which are taking place. There is no set number of reflections that are required to be posted daily or weekly.
- Reflections on curriculums for group learning experiences highlight moments within experiences that have occurred and provide a summary and or analysis of intentional and spontaneous teaching and learning within the room.
- More detailed individual learning and development documentation will appear on the child's portfolio page in their individual learning plans / journeys.

How do the educators analyse the observations to design learning experiences which form the educational program?

- The Early Years Learning Framework is the mandated framework from the Education and Care Regulations which guides educators in their intentional teaching practices to be able to plan for children's learning.
- Educators will also use the FROEBEL Philosophy and other guiding documents, evidence-based research, and current best practice guidelines to design learning experiences and environments to support their teaching practices, and children's learning. Storypark has a range of tools available for the educators through learning 'tags' and the addition of tagging curriculum frameworks or adding links to research or best practice articles which support their intentional and spontaneous learning experiences. You may at times see these attached to the documentation in your child's learning portfolio or in community or room pages. This additional information is used to support the educators in explaining why they are engaging in various teaching practices or what learning your child may be engaging with.



Floor books

- Some FROEBEL centres will add to the educational program by using a 'floor book' that is situated within the service. This is a space where the educators and children can keep track of their ideas. What they are thinking or experimenting with. It provides children with an opportunity to contribute to the questioning and analysis of thoughts and explorations in the experiences they engage with. The floor books may use children's quotes, drawings, questions posed. It may have educators' input and questions to the children or their analysis of a situation. Photos may be used to support and encourage children's and educators' reflections.

How do I contribute?

- As the parent and any extended family that you invite, you can comment on the information shared, we welcome and invite the feedback and contributions from you, please do share what you notice or any ideas you may have that we could consider for the learning program. You can ask questions or extend upon what you notice at home that supports the child's learning. Story Park provides regular updates and information sheets to help you get the most out of the application <https://help.storypark.com/en/collections/23489-for-families>

Who will see my child's page?

- Only you and whom you invite as you have control over the privacy of who sees your individual child's portfolio space <http://www.storypark.com/au/privacy-policy/>

What about group learning experiences - I do not want my child to be in group images that other families can see

- You can request this, and your child's photo will not be included, the learning and development of your child will be noted on their personal portfolio page. You can discuss individual learning and development needs with your child's educator at a mutually convenient time.

▲ SOURCES AND FURTHER READING

- Education and Care Services National Regulations
- National Quality Standard
- Early Years Learning Framework
- FROEBEL Mission Vision and Values

▲ ASSOCIATED POLICIES

- Centre philosophy
- Celebrations
- Cultural Competence
- Equity and Diversity Principles
- Excursion
- Interactions with Children



- Parent and Family Involvement
- Statement of Inclusion
- Transitions

▲ **POLICY REVIEW**

- The Centre (together with educators/carers) will review this policy every 12 months.
- The Approved Provider and Centre Director ensure that at all times all educators maintain and implement this policy and its procedures.
- Families are encouraged to collaborate with the Centre to review the policy and procedures.
- **Last review: in review:** 19.07.2023
- **Next review: in review** 19.07.2024