



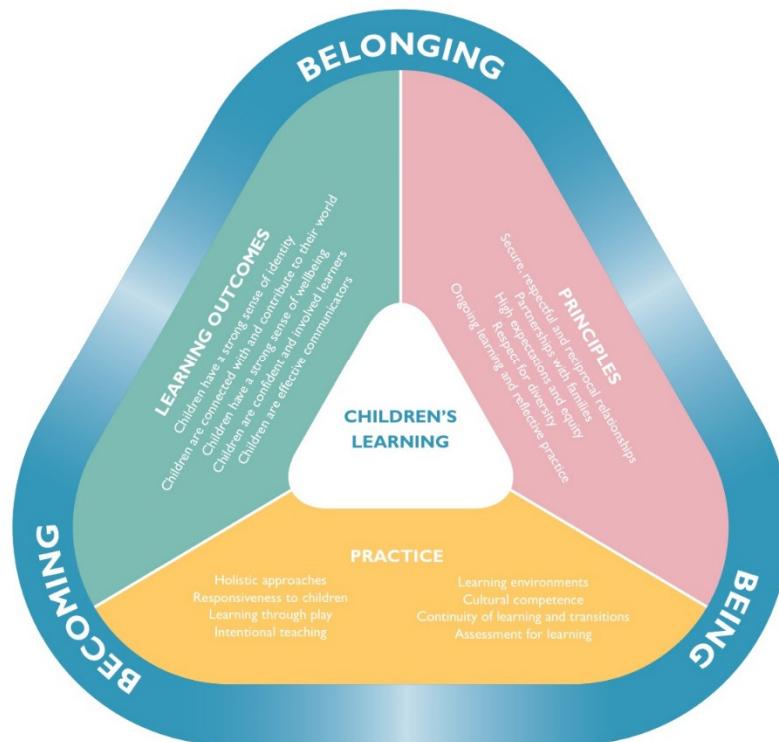
# Educational Program & Practice Policy (EPP 1)

## Policy Rationale

Cooks Hill Preschool offers a two year preschool program focused on nurturing children to become confident and inspired learners, who show care and respect for the world around them. We are committed to providing a safe, welcoming and happy place for children to play, explore and learn.

## Strategies, Practices and Procedures

At Cooks Hill Preschool our curriculum is guided by the Early Years Learning Framework;



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And the National Quality Standards;

REVISED NATIONAL QUALITY STANDARD from 1 Feb 2018		
Concept	Descriptor	
<b>QA1</b>	<b>Educational program and practice</b>	
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	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.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.

**The Approved Provider/Nominated Supervisor will use best endeavours to:**

- Ensure the educational program contributes to the Early Years Learning Framework Learning Outcomes for each child.
- Ensure there is documentation showing assessments for each child's developmental needs, interests, experiences and participation in the educational program.
- Ensure there is documentation showing assessments for each child's progress against the outcomes of the educational program.
- Ensure there is documentation showing the evaluation of the child's wellbeing, development and learning.
- Consider the period of time that the child is being educated and cared for by the service, and how the documentation will be used by the educators at the service.
- Prepare the documentation in a way that is readily understandable by the educators at the service and the parents of the child.
- Ensure that information about the contents and the operation of the educational program for the service is displayed at a place accessible to parents of children being cared for by the service

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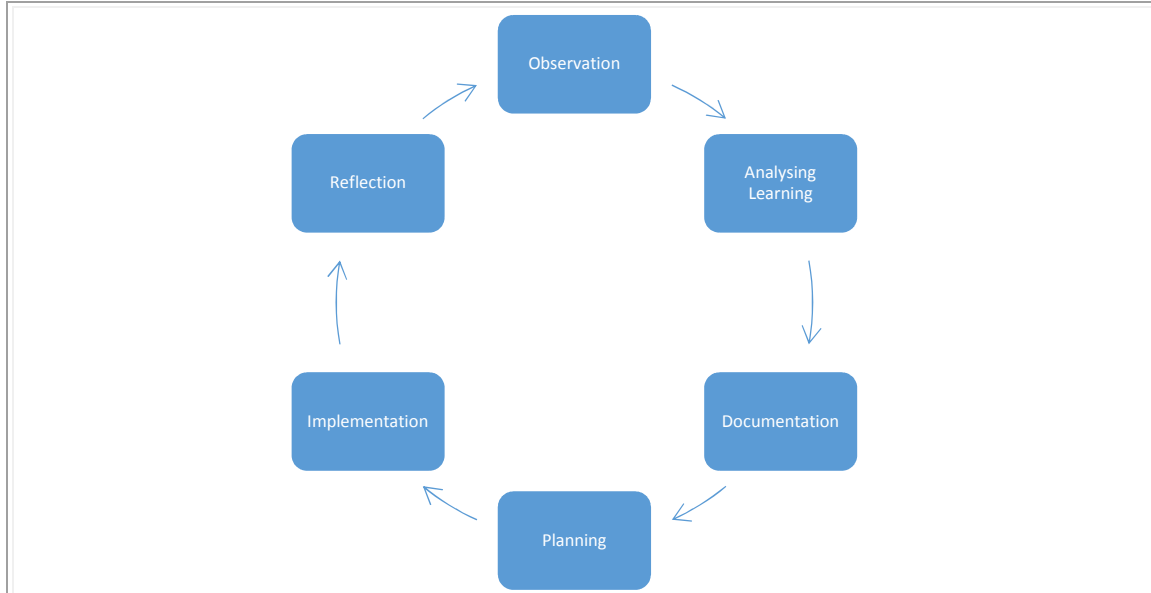
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- Ensure that a copy of the educational program is available for inspection on request.
- Ensure that a parent of a child being cared for by the service is provided with the following information on request – information about the content and operation of the educational program, information about the child's participation in the program and a copy of the documents kept in respect of the child.
- Ensure an Educational Leader is designated at the service to lead the development and implementation of educational programs in the service. This should be noted in writing, and a suitably qualified and experienced educator, coordinator or other individual be selected as the Educational Leader.

**Early childhood educators will use best endeavours to:**

- Provide an educational program that supports play based learning, where children are encouraged to engage by extending on their ideas, curiosity and interests.
- Recognise that each child has individual abilities.
- Collaborate in partnership with families through engagement and respectful communication.
- Help the preschool build positive relationships within the community.
- Respect and acknowledge equality and diversity through their actions and the program.
- Support mindful sustainability discussion and practices through a collaborative hands on approach.
- Be guided by the following programming/documentation cycle for every child.



**Families will need to:**

- Engage in collaborative partnerships with educators to ensure we are working towards goals that are current and meaningful.

**Links to Legislation & National Quality Standards**

- National Quality Standards Area 1: Educational Program & Practice (2018)
- Education and Care Services National Regulations 2011
- ✓ *Section 51(1)(b) Conditions on service approval (educational and developmental needs of children)*
- ✓ *Section 168 Offence relating to required programs*
- ✓ *Regulation 73 Educational program*
- ✓ *Regulation 74 Documenting of child assessments or evaluations for delivery of educational program*
- ✓ *Regulation 75 Information about the educational program to be kept available*
- ✓ *Regulation 76 Information about educational program to be given to parents*
- ✓ *Regulation 118 Educational Leader*

**References**

- Early Years Learning Framework
- Cooks Hill Preschool Philosophy

**Policy Updated:** \_\_\_ June 2018 \_\_\_ **Policy Review:** \_\_\_ June 2020 \_\_\_

Adopted by the Management Committee: \_\_\_\_\_