



**Kath Dickson**  
FAMILY CENTRE



Kath Dickson Family Day Care  
**EDUCATIONAL PROGRAM  
& PRACTICE MANUAL**

# ABOUT THIS MANUAL

---

Welcome to the Kath Dickson Family Day Care Educational Program and Practice Manual. The purpose of this manual is to guide educators through the planning cycle and assist them in the implementation of the National Quality Framework. It is designed to be a comprehensive, user-friendly tool that educators can refer to in their day-to-day programming.

© 2023 Kath Dickson Family Centre Limited

All rights reserved. Except under the conditions described in the Copyright Act of 1968 of Australia and subsequent amendments, no part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without written permission of the copyright owner.

Kath Dickson Family Centre Limited  
PO Box 1746  
Toowoomba, QLD, 4350

# CONTENTS

---

**The National Quality Framework**

**The National Law and National Regulations**

**The Role of Educational Leader**

**The National Quality Standard**

**Quality Area 1: Educational Program and Practice**

**Assessment and Rating**

**The Learning Framework**

**The 8 Aboriginal ways of learning**

**The Planning Cycle**

**Minimum Expectations**

**Projects**

**Portfolios**

**Developmental Milestones**

**Transition statements**

**Wellbeing**

**Philosophy**

**Service Philosophy**

**Quality Improvement Plan**

**Links to Legislation**

**Key Theorists in Child Development**

**Harmony Templates**



# THE NATIONAL QUALITY FRAMEWORK

The National Quality Framework (NQF) came into effect on January 1, 2012, resulting from an agreement among all Australian governments to collaborate in improving educational and developmental outcomes for children.

The NQF is a nationwide system designed to regulate and assess the quality of childcare and early learning services. It applies to most long day care, family day care, preschool, kindergarten, and outside school hours care services. Prior to the introduction of the NQF, there was no standardized framework for the sector, making it challenging to evaluate and regulate service quality across Australia.

The NQF includes:

- National Law and National Regulations
- A National Quality Standard (NQS)
- A national quality Assessment and Rating process
- National Learning Frameworks: Belonging, Being, Becoming: The Early Years Learning Framework (EYLF), and My Time, Our Place (MTOPI) Framework for School Age Care (FSAC)

## The National Law and National Regulations

The Education and Care Services National Law and the Education and Care Services National Regulations jointly establish the National Quality Standard and provide a regulatory framework for education and care services in Australia. The National Law's purpose is to create a unified, uniform, and integrated national approach to the regulation and quality assessment of education and care services. It sets out the objectives and guiding principles for the National Quality Framework.

The National Regulations complement the National Law by detailing various operational requirements for education and care services. They specify the assessment and rating process, requirements for preparing and reviewing the Quality Improvement Plan (QIP), different rating levels a service may receive, assessment procedures, and the process for rating reviews.

## The Role of Educational Leader

The educational leader in children's education and care services has an influential role in inspiring, motivating, affirming and also challenging or extending the practice and pedagogy of educators. The role is a collaborative endeavour involving inquiry and reflection, which can significantly impact on the important work educators do with children and families.

The role of the educational leader is primarily to:

- 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 children's learning and development are guided by the learning outcomes of the Early Years Learning Framework and/or the Framework for School Age Care or other approved learning frameworks.



## The National Quality Standard

The National Quality Framework aims to enhance the quality of education and care services across Australia through the National Quality Standard (NQS). The NQS comprises seven quality areas, each with standards and elements, against which children's education and care services are assessed and rated.

The seven quality areas covered by the National Quality Standard are:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management Governance and Leadership

The National Quality Standard seeks to promote:

- The safety, health, and well-being of children
- A focus on achieving outcomes for children through high-quality educational programs
- Families' understanding of what distinguishes a quality service

## Quality Area 1: Educational Program and Practice

Quality Area 1 of the National Quality Standard emphasizes the educational program and practice. Its aim is to ensure that early childhood education and care services offer stimulating and engaging educational programs that enhance children's learning and development. In school-age care services, the program nurtures the development of life skills and complements children's experiences, opportunities, and relationships at school, at home, and in the community.





Standard/ Elements	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.

## Assessment and Rating

All services under the National Quality Framework undergo periodic assessments and ratings against the seven Quality Areas of the National Quality Standard, as outlined in the National Regulations. Each service also receives an overall rating. The five rating levels in the system include:

- Excellent rating, awarded by ACECQA
- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working Towards National Quality Standard
- Significant Improvement Required

The assessment and rating process commenced in mid-2012, and the ratings for assessed services are available on the Australian Children's Education and Care Quality Authority and MyChild websites. This system aims to promote transparency, accountability, and help parents assess the quality of education and care services.

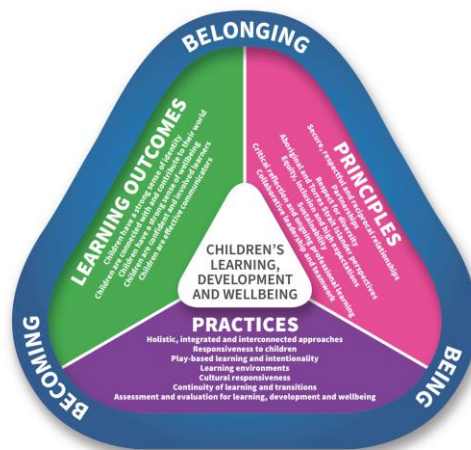
<b>Significant Improvement Required</b>	<b>Working Towards National Quality Standard</b>	<b>Meeting National Quality Standard</b>	<b>Exceeding National Quality Standard</b>	<b>Excellent</b>
<p>Service does not meet one of the seven quality areas or a section of the legislation and there is a significant risk to the safety, health and wellbeing of children. The regulatory authority will take immediate action.</p>	<p>Service provides a safe education and care program, but there are one or more areas identified for improvement.</p> 	<p>Service meets the National Quality Standard. Service provides quality education and care in all seven quality areas.</p> 	<p>Service goes beyond the requirements of the National Quality Standard in at least four of the seven quality areas.</p> 	<p>Service promotes exceptional education and care, demonstrates sector leadership, and is committed to continually improving. This rating can only be awarded by ACECQA. Services rated Exceeding National Quality Standard in all seven Quality Areas may choose to apply for this rating.</p> 

## The Learning Framework

Belonging, Being, and Becoming: The Early Years Learning Framework for Australia (EYLF) is an early childhood curriculum framework guiding educators in developing high-quality early childhood education programs. It represents Australia’s first national early childhood learning framework, developed collaboratively by Australian state and territory governments, early childhood sector stakeholders, and academics.

The Early Years Learning Framework outlines principles, practices, and learning outcomes that support and enhance young children's learning from birth to five years and their transition to school. It ensures consistency in delivering learning programs across Australia.

My Time, Our Place: Framework for School Age Care in Australia (MTOF) is closely linked to the Early Years Learning Framework and extends its principles, practices, and outcomes to the contexts and age range of children and young people attending school-age care settings.



VISION		
BELONGING, BEING AND BECOMING		
PRINCIPLES	PRACTICES	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>Secure, respectful and reciprocal relationships</li> <li>Partnerships</li> <li>Respect for diversity</li> <li>Aboriginal and Torres Strait Islander perspectives</li> <li>Equity, inclusion and high expectations</li> <li>Sustainability</li> <li>Critical reflection and ongoing professional learning</li> <li>Collaborative leadership and teamwork</li> </ul>	<ul style="list-style-type: none"> <li>Holistic, integrated and interconnected approaches</li> <li>Responsiveness to children</li> <li>Play-based learning and intentionality</li> <li>Learning environments</li> <li>Cultural responsiveness</li> <li>Continuity of learning and transitions</li> <li>Assessment and evaluation for learning, development and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Children have a strong sense of identity</li> <li>Children are connected with and contribute to their world</li> <li>Children have a strong sense of wellbeing</li> <li>Children are confident and involved learners</li> <li>Children are effective communicators</li> </ul>

## The 8 Aboriginal ways of Learning



The 8 Aboriginal Ways of Learning is a teaching approach that aligns with Australian Aboriginal learning strategies and education techniques "Teaching through Aboriginal processes and protocols, not just Aboriginal content validates and teaches through Aboriginal culture and may enhance the learning for all students."

**STORY SHARING:** We connect through the stories we share. Approaching learning through narrative. Personal narratives (stories) are central.

**LEARNING MAPS:** We picture our pathways of knowledge. Explicitly mapping/visualising processes. Images or visuals are used to map out processes for learners to follow.

**NON-VERBAL:** We see, think, act, make and share without words. Applying intra-personal and kinaesthetic skills to thinking and learning. Kinaesthetic, hands-on, non-verbal learning is characteristic.

**SYMBOLS & IMAGES:** We keep and share knowledge with art and objects. Using images and metaphors to understand concepts and content. Symbol, image and metaphor are central to pedagogy.

**LAND LINKS:** We work with lessons from land and nature. Place-based learning, linking content to local land and place. Ecological and place-based, drawn from the living landscape within a framework of profound ancestral and personal relationships with place.

**NON-LINEAR:** We put different ideas together and create new knowledge. Producing innovations and understanding by thinking laterally. Nonlinear ways of learning are complementary, not oppositional.

**DECONSTRUCT/RECONSTRUCT:** We work from wholes to parts, watching and then doing. Modelling and scaffolding, working from wholes to parts. Begin with the whole structure, rather than a series of sequenced steps. Holistic, global, scaffolded and independent learning orientations of students.



# THE PLANNING CYCLE

The Planning Cycle describes the process an early childhood educator goes through in order to create a program that is based on the children’s interests and developmental needs. It is designed to be a continual process, moving with the children’s interests and growing as a result of the educator’s own reflective practice.



	<p><b>OBSERVE / Listen / Collect information</b></p> <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 <i>belonging, being and becoming</i> ensuring children’s and families’ voices are sought, heard and included.</p>
	<p><b>ASSESS / Analyse / Interpret learning</b></p> <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>
	<p><b>PLAN / Design</b></p> <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>
	<p><b>IMPLEMENT / Enact</b></p> <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>
	<p><b>EVALUATE / Critically reflect</b></p> <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>

# MINIMUM EXPECTATIONS

The National Quality Framework (NQF) in Australia sets standards for early childhood education and care services to ensure quality outcomes for children. NQF standards and ensure regular and purposeful documentation for each child. Here's a breakdown of these requirements:

**Individual Observations:** 1 per fortnight and 1 follow-up observation per fortnight (2 per month in total)

This involves regularly observing and documenting an individual child's behaviour, development, and interactions. These observations help educators tailor their approach to each individual's goals, unique needs and interests, using this to guide the weekly program.

**Group Observation- Daily story:** 1 per day

Group observations involve documenting the interactions and dynamics within a group of children. These observations help educators understand how children interact in a social setting, plan activities that support group dynamics and plan activities to guide the weekly program.

**Assessment for Learning:** At commencement and every 6 months thereafter

Assessment for learning involves assessing a child's current development using the Framework milestones guidelines, and learning progress. It is done when a child first starts at the service and then periodically (every 6 months) to track their growth and adjust the curriculum accordingly.

**Wellbeing Chart:** Completed daily for each child

The well-being chart is a daily record of a child's health, safety, and emotional well-being. It helps ensure that each child is physically and emotionally healthy during their time at the service. You can also use the daily care option in Harmony Web to record each child's daily care requirements.

**Program:** Weekly

Developing a weekly program involves planning and documenting the activities and experiences that children will engage in throughout the week. This program should align with the service's philosophy and the needs and interests of the children.

**Reflection:** Weekly

Reflection involves educators regularly reviewing their practice and the outcomes for children. It's an essential part of continuous improvement, allowing educators to adapt their approaches based on their observations and experiences.

**QIP (Quality Improvement Plan):** Reviewed every 6 months

The QIP is a documented plan that outlines the service's goals for improving quality and the actions to achieve those goals. It should be regularly reviewed (every 6 months) to ensure that the service is making progress toward its quality improvement objectives.

These requirements are intended to support high-quality early childhood education and care services by promoting regular assessment, observation, and reflection. They help ensure that educators are responsive to the needs of individual children and the group as a whole, creating a safe and enriching environment for children's development and learning.

## PROJECTS

In the context of early childhood settings, projects are simply ongoing interests that develop and grow as educators support children to follow and investigate their own ideas. A project can begin with a child's or group of children's question, idea or interest and develop spontaneously as children engage with the original idea and then take it in their own direction. Educators should continually look for ways to facilitate the project and extend on the interest, using a variety of resources and methods.

As it develops, different aspects of the project can be displayed around the service. Input from, families, coordinators and the wider community should be welcomed as this only broadens and gives greater depth to the possibilities of the project. Projects run for as long as the interest is current, and educators should document the project in observations and on the program, and reflect on the interest in their regular reflections.

## PORTFOLIOS

Portfolios contain a collection of organised, purposeful information by and about an individual child. They provide educators and families with a view of the 'whole child', with a comprehensive and holistic view of each child's 'learning journey', showcasing individual children's efforts and achievements over time. Documentation should/could include observations, work samples, artwork, photos and any other information specific to the child's learning. When added to over a period of time, portfolios provide educators and families with a comprehensive and holistic view of each child's 'learning journey'.

Some options for creating portfolios include:

- Scrapbooks
- Display folders
- CD's
- Documentation apps/programs (e.g. Harmony Web, storypark, 2Simple)
- Excursions
- Artwork
- Photos of friendships



## DEVELOPMENTAL MILESTONES

Observations of developmental milestones help educators assess where each child is in terms of their physical, cognitive, social, and emotional development. This information can guide Educators in tailoring their activities and interactions to support each child's individual needs and abilities.

Using the Developmental milestones and the Early Years Learning Framework and the National Quality Standards, Educators can record children's individual progress. Educators are to complete this for each child every 6 months.

**Goal Setting:** Educators use milestone observations to set meaningful goals for each child. These goals are designed to promote their cognitive, social, emotional, and physical development, creating a clear roadmap for their educational journey.

**Progress Tracking:** Development milestone tracking serves as a powerful tool to monitor children's progress throughout their time at the early childhood service. Regular assessments and observations help educators gauge each child's development and adjust teaching strategies accordingly.

Educators actively involve parents and families in the assessment process by providing them with copies of their child's Assessment for Learning reports. This collaborative approach fosters open communication and partnership between educators and parents. It enables parents to gain insights into their child's development and educational goals and

provides them with a platform to offer feedback. This feedback loop supports the establishment of shared objectives, ensuring that the child's educational journey is consistent both at home and in the early childhood service.

## TRANSITION STATEMENTS

Used for children who are not attending another recognised/Approved Kindergarten program the year prior to starting school.

A Transition Statement is a valuable tool that encapsulates a child's developmental milestones as they embark on their school journey. It goes beyond mere documentation, delving into the child's unique learning approaches and potential teaching strategies tailored to their individual needs.

This statement serves as a bridge between various care settings, ensuring a seamless transition to school for the child. To enrich this process, educators can foster collaboration with parents, families and schools. This can be achieved through open conversations during drop-off and pick-up times, enabling the exchange of essential information about the child's home life, cultural background, daily routines, and interests. Furthermore, educators can maintain detailed documentation such as program outlines and observations to provide a comprehensive view of the child's learning journey. Together, these efforts create a robust foundation for continuous learning and development.

## WELLBEING

Keeping records of children's development, learning, and daily well-being is a crucial aspect of early childhood education and care. These records serve multiple purposes, including:

**Parental Communication:** well-being records, including information about a child's food and drink intake, sleep patterns, toileting/nappy changes, and sunscreen/insect repellent applications, provide parents with a detailed account of their child's day in care. This helps parents stay informed about their child's daily activities and needs, fostering open communication between educators and families.

**Smooth Transitions:** Having access to these records can aid in the transition from daycare to home. Parents can better understand their child's routine and adjust their home environment accordingly or vice versa. This continuity in care routines can ease the child's transition and promote a sense of security.

**Monitoring Health and Development:** Well-being records can help educators identify patterns in a child's eating, sleeping, and toileting habits. Any significant changes in these routines can be early indicators of health issues or developmental changes, allowing educators to intervene or seek medical advice when necessary.

**Accountability and Documentation:** Maintaining thorough records of daily care routines, including sleep checks, food intake, toileting, and sunscreen/insect repellent applications, serves as evidence that educators have fulfilled their responsibilities. This documentation can be essential in case of incidents, grievances, or legal requirements, demonstrating that correct care protocols were followed.

**Individualized Care:** Well-being records enable educators to tailor their care to each child's specific needs. For example, if a child has dietary restrictions or allergies, these records can help ensure that the child receives appropriate meals and snacks. They also ensure that correct first aid is administered in the case of a reaction.

**Educational Planning:** When educators have a comprehensive understanding of each child's daily experiences and needs, they can design more effective educational activities and interventions that align with the child's interests and development.

keeping records of children's well-being is not only a regulatory requirement but also a valuable tool for enhancing communication with parents, monitoring health and development, ensuring accountability, and providing individualized care. These records play a vital role in creating a safe and supportive environment for children.



# PHILOSOPHY

A philosophy serves as a foundational document that guides and informs all aspects of the service's operations. It encapsulates the core values and beliefs that underpin the service's commitment to providing high-quality early childhood education and care. This philosophy is not a static statement but rather a dynamic and evolving "living document" that requires regular review and adaptation as the learning community evolves, leadership changes, and new knowledge and insights emerge.:

In addition to the service philosophy, educators are encouraged to develop their own personal philosophy. This personal philosophy outlines an individual educator's beliefs, values, and practices as an early childhood professional. It serves as a tool that guides the educator's own practices and helps families understand the unique approach to early learning that the educator brings to the service.

To develop a family day care philosophy, educators engage in a reflective process. They consider essential questions such as:

- What do I believe in as an early childhood professional?
- Why do I hold these beliefs?
- How can I translate my beliefs into everyday practice that benefits children and families?

This reflective process encourages educators to critically examine their own values and principles and how these translate into meaningful actions and interactions with children and families.

It is essential that the family day care philosophy aligns with the principles and standards set forth in the National Quality Framework (NQF). This alignment ensures that the service's practices and policies are consistent with nationally recognized standards for early childhood education and care.

Your philosophy should not be a document that sits on a shelf but should be actively integrated into the program and daily practices of the service. Educators should reference and link both their personal philosophy and the service's philosophy in their interactions with children and families.

# SERVICE PHILOSOPHY



## KDFC PHILOSOPHY

Kath Dickson Family Day Care Services  
METROPOLITAN & EAST COAST SERVICES - 1300 336 345

**KATH DICKSON FAMILY CENTRE WAS FOUNDED IN 1975 BY MISS KATHLEEN DICKSON,  
A WOMAN DEDICATED TO THE NEEDS OF CHILDREN AND THEIR FAMILIES.**

### OUR VISION

KDFC provide the community with affordable, flexible, quality child care in a nurturing family environment to advance the education and wellbeing of children, educators and families.

### OUR PHILOSOPHY

Our service believes that children and families are the foundation of our community.

Children have the right to belong in safe, secure environments where they can develop a strong sense of identity.

We believe in fair and inclusive practices that support culture, individuality and diversity.

We promote rich educational and play-based environments, with a variety of experiences that engage children in their own learning.

The holistic development of children is enhanced as their needs and interests are responded to positively.

We advocate strongly for children, families, educators, coordinators and members of the wider community to participate in preparing children for their future in society.

We endeavour to build strong relationships with all stakeholders and act as a role model to promote sustainability and an awareness of environmentally friendly practices.

Together we believe we can make a difference as we continue to encourage our children, families, and community.

# QUALITY IMPROVEMENT PLAN

The National Regulations' requirement for all education and care services to have a Quality Improvement Plan (QIP) is an essential component of ensuring the delivery of high-quality education and care for children. It supports self-assessment, identifies areas for improvement, and promotes ongoing quality enhancement. It also serves as a resource for regulatory authorities and parents to assess the service's commitment to delivering high-quality education and care in accordance with national standards and regulations.

The primary aim of a Quality Improvement Plan (QIP) is to facilitate self-assessment by service providers. It allows them to evaluate their performance in delivering quality education and care and plan for continuous improvements in their services. Additionally, it aids regulatory authorities in assessing the quality of the service.

Content of an Educator's QIP: An educator's QIP should contain specific elements:

**Assessment of Programs and Practices:** Educators must assess their programs and practices against the National Quality Standard (NQS) and National Regulations. This assessment helps identify areas where improvements are needed to meet these standards.

**Identification of Areas for Improvement:** Educators should document and identify areas within their programs and practices that require improvement. This is a crucial step in the continuous improvement process.

**Celebration of Strengths:** In addition to identifying areas for improvement, educators should also highlight and celebrate their strengths. Recognizing and building on strengths is a positive aspect of the improvement process.

**Regular Updates:** The QIP must be updated at least once a year. This regular updating ensures that the educator's assessment and planning for improvements remain current and relevant.

The QIP should be made available upon request to various stakeholders, including the regulatory authority, coordinators, and parents of children enrolled in or considering enrolling in service. This transparency allows for accountability and ensures that all relevant parties are informed about the service's quality improvement efforts.

# SERVICE INCLUSION PLAN

A Service Inclusion Plan (SIP) is a comprehensive document or strategy designed to promote and ensure inclusion, diversity, and equity within our service. It outlines the policies, practices, and goals the service intends to implement to create an inclusive environment that supports the developmental needs of all children, including those with disabilities or special needs. Educators can provide feedback and be part of our review of the SIP.

# LINKS TO LEGISLATION

## Education and Care Services National Regulations

### Part 4.1 Educational program and practice

#### **73 Educational program**

1. This Part applies in relation to the program (the educational program) that is required to be delivered under section 168 of the Law to a child being educated and cared for by an education and care service.
2. An educational program is to contribute to the following outcomes for each child—
  - a. the child will have a strong sense of identity;
  - b. the child will be connected with and contribute to his or her world;
  - c. the child will have a strong sense of wellbeing;
  - d. the child will be a confident and involved learner;
  - e. the child will be an effective communicator.

#### **74 Documenting of child assessments or evaluations for delivery of educational program**

1. The approved provider of the education and care service must ensure that, for the purposes of the educational program, the following are documented—
  - a. for a child preschool age or under—
    - i. assessments of the child's developmental needs, interests, experiences and participation in the educational program; and
    - ii. assessments of the child's progress against the outcomes of the educational program; and
  - b. for a child over preschool age, evaluations of the child's wellbeing, development and learning.
2. In preparing the documentation, the approved provider must—
  - a. consider—
    - i. the period of time that the child is being educated and cared for by the service; and
    - ii. how the documentation will be used by the educators at the service; and
  - b. prepare the documentation in a way that is readily understandable by the educators at the service and the parents of the child.

**Note.** A compliance direction may be issued for failure to comply with this sub-regulation (1).

#### **75 information about educational program to be kept available**

The approved provider of an education and care service must ensure that—

- a) information about the contents and operation of the educational program for the service is displayed at the education and care service premises at a place accessible to parents of children being educated and cared for by the service; and
- b) a copy of the educational program is available at the following places for inspection on request—
  - i. in the case of a centre-based service, at the education and care service premises;
  - ii. in the case of a family day care service, at each family day care residence or family day care venue.

**Note.** A compliance direction may be issued for failure to comply with this regulation.

#### **76 Information about educational program to be given to parents**

The approved provider of an education and care service must ensure that a parent of a child being educated and cared for by the service is provided with the following information on request—

- a) information about the content and operation of the educational program so far as it relates to that child;
- b) information about the child's participation in the program;

- c) a copy of the documents kept under regulation 74 in respect of the child.

**Note.** A compliance direction may be issued for failure to comply with this regulation.

## **Division 2 – Policies and Procedures**

### ***168 Offence relating to required programs***

The approved provider of an education and care service must ensure that a program is delivered to all children being educated and cared for by the service that—

- a) is based on an approved learning framework; and
- b) is delivered in a manner that accords with the approved learning framework; and
- c) is based on the developmental needs, interests and experiences of each child;
- d) is designed to take into account the individual differences of each child.

Penalty: \$4000, in the case of an individual, \$20000, in any other case.

A nominated supervisor of an education and care service must ensure that a program is delivered to all children being educated and cared for by the service that—

- a) is based on an approved learning framework; and
- b) is delivered in a manner that accords with the approved learning framework; and
- c) is based on the developmental needs, interests and experiences of each child; and
- d) is designed to take into account the individual differences of each child.

# KEY THEORISTS IN CHILD DEVELOPMENT

Here's a brief summary of each theorist and their contributions:

1. Jean Piaget:

- Theory: Cognitive Development Theory
- Contribution: Piaget's stages of cognitive development explain how children construct their understanding of the world, emphasizing the importance of maturation and a stimulating environment.

2. Uri Bronfenbrenner:

- Theory: Ecological Systems Theory
- Contribution: Bronfenbrenner's theory emphasizes the impact of various environmental systems on a child's development, including the microsystem, mesosystem, ecosystem, and macrosystem.

3. Maria Montessori:

- Theory: Montessori Method
- Contribution: Montessori education emphasizes individuality and independence in learning, with a focus on holistic development and allowing children to learn at their own pace.

4. John Dewey:

- Theory: Experimentalism or Instrumentalism
- Contribution: Dewey's philosophy centres on the importance of experiential learning and active problem-solving, challenging traditional passive learning methods.

5. Erik Erikson:

- Theory: Psychosocial Development Theory
- Contribution: Erikson's theory explores social interaction and conflicts across the entire lifespan, highlighting the impact of developmental conflicts on personal growth.

6. Lev Vygotsky:

- Theory: Sociocultural Theory
- Contribution: Vygotsky introduced the Zone of Proximal Development, emphasizing the role of social interaction in learning and the importance of scaffolding by more knowledgeable individuals.

7. Loris Malaguzzi:

- Theory: Reggio Emilia Approach
- Contribution: The Reggio Emilia approach encourages children to explore and express themselves through various symbolic languages, fostering creativity and self-expression.

8. Rudolf Steiner:

- Theory: Steiner Education (Waldorf Education)
- Contribution: Steiner education focuses on holistic development, integrating intellectual, practical, and artistic aspects while promoting universal human values.

9. Abraham Maslow:

- Theory: Hierarchy of Needs Theory
- Contribution: Maslow's hierarchy identifies a hierarchy of human needs, suggesting that people are motivated to fulfill these needs in a specific order, with self-actualization at the top.



10. Arnold Gesell:

- Theory: Maturation Theory
- Contribution: Gesell's theory emphasizes that children's development follows a genetic timetable and focuses on physical and mental development based on heredity.

11. Emmi Pikler:

- Natural motor development - children have the freedom to move and explore their environment without unnecessary interference or forceful manipulation by adults.
- Self-directed play, children learn best through independent exploration and play.
- Trust - children's capacity to make choices and decisions about their activities and play.
- Independence - allowing children to self-feed, self-dress, and engage in activities at their own pace
- Personality - A nurturing and loving environment is essential for a child's emotional and social development

12. Steiner

- Children go through distinct developmental stages, each with its unique needs and characteristics.
- Children are encouraged to engage in imaginative and creative play, as it is seen as essential for developing their social skills, creativity, and problem-solving abilities.
- The focus is on fostering face-to-face interactions, hands-on experiences, and a connection with the natural world.
- A supportive and nurturing environment in which children can explore and learn at their own pace.
- the focus is on building a strong foundation through experiential learning

13. Simon Nicholson:

- The theory of loose parts
- The idea that loose parts and materials that can be moved around designated, and redesigned create infinitely more opportunities for creative engagement than static materials and environments

14. Loris Malaguzzi

- The importance of the child's environment as a "third teacher" alongside parents and educators.
- Child-centred, experiential approach to learning, where children's interests and curiosity are at the forefront of their education.
- Open-ended exploration and creative expression, often using art and projects as a means for children to communicate and learn.

15. Fredrick Froebel

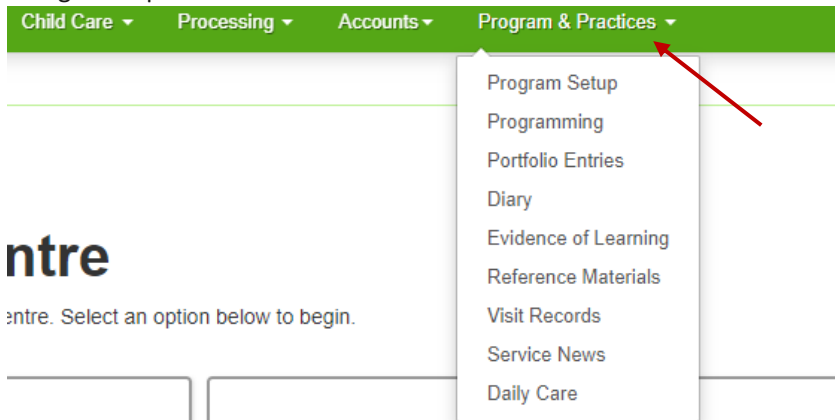
- Believed that nature provides an ideal environment for children to develop their senses, curiosity, and appreciation for the world around them

These theorists have had a significant impact on early childhood education and continue to influence educational practices and approaches to child development. Educators often draw from a combination of these theories to create effective teaching and caregiving strategies for children.

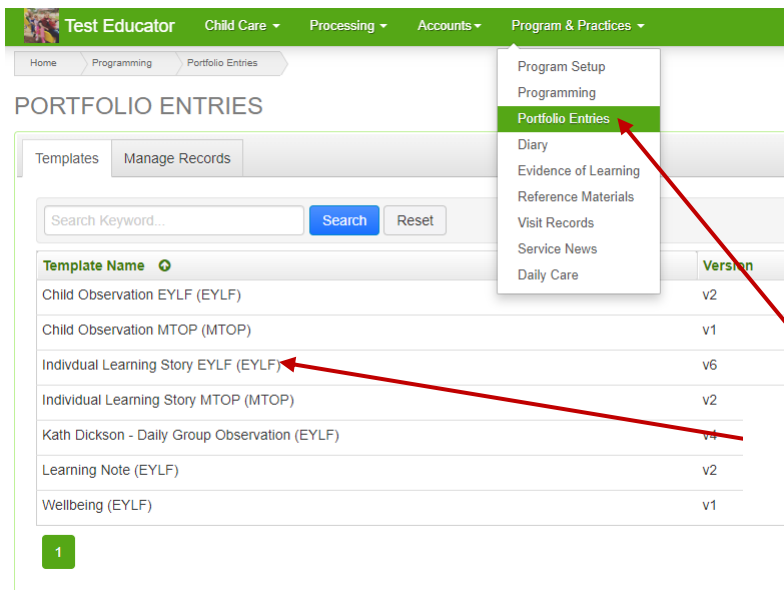


# HARMONY TEMPLATES

To find the programming and practice template in Harmony, you will find them under the programming and practice tab along the top

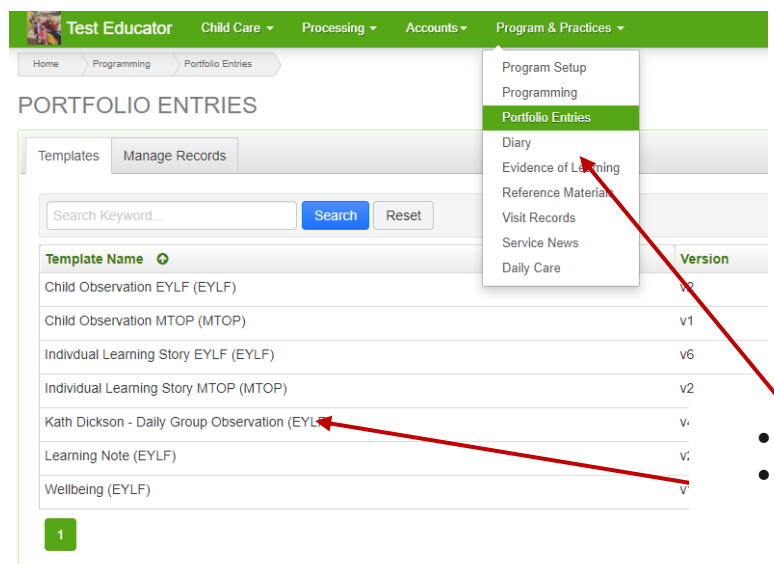


## Creating an Individual Child Observation



- Select Portfolio entries
- Individual Learning Story

## Creating a Daily Group Observation



- Select Portfolio entries
- Kath Dickson – Daily Group Observation

## Uploading a Child's wellbeing Sheet

The screenshot shows the 'Test Educator' interface with the 'Program & Practices' dropdown menu open. The 'Portfolio Entries' option is highlighted in the menu. Below the menu, a table lists various templates. A red arrow points from the 'Portfolio Entries' menu item to the 'Wellbeing (EYLF)' template in the table.

Template Name	Version
Child Observation EYLF (EYLF)	v2
Child Observation MTOP (MTOP)	v1
Individual Learning Story EYLF (EYLF)	v6
Individual Learning Story MTOP (MTOP)	v2
Kath Dickson - Daily Group Observation (EYLF)	v4
Learning Note (EYLF)	v2
Wellbeing (EYLF)	v1

- Select Portfolio entries
- Wellbeing

## End of Week Critical Reflection Entry

The screenshot shows the 'Test Educator' interface with the 'Program & Practices' dropdown menu open. The 'Programming' option is highlighted in the menu. Below the menu, a table lists various templates. A red arrow points from the 'Programming' menu item to the 'Weekly Reflection & Critical Reflection (EYLF)' template in the table.

Template Name	Version
Daily Plan (EYLF)	v1
Kath Dickson Weekly Program (EYLF)	v1
Kath Dickson Weekly Program (MTOP)	v1
KD Educational Program (EYLF)	v1
Program EYLF (EYLF)	v2
Program MTOP (MTOP)	v1
WEEKEND CARE (EYLF)	v1
Weekly Photo gallery (EYLF)	v1
Weekly photo gallery (MTOP)	v1
Weekly Reflection & Critical Reflection (EYLF)	v5

- Select Programming
- Weekly Reflection & Critical Reflection

## Creating your Weekly Program

Test Educator Child Care Processing Accounts Program & Practices

Home Programming Programming Records

### PROGRAMMING

Templates Manage Records

Search Keyword... Search Reset

Template Name	Version
Daily Plan (EYLF)	v1
Kath Dickson Weekly Program (EYLF)	v1
Kath Dickson Weekly Program (MTOPI)	v1
KD Educational Program (EYLF)	v1
Program EYLF (EYLF)	v2
Program MTOPI (MTOPI)	v1
WEEKEND CARE (EYLF)	v1
Weekly Photo gallery (EYLF)	v1
Weekly photo gallery (MTOPI)	v1
Weekly Reflection & Critical Reflection (EYLF)	v5

1

- Select Programming
- Kath Dickson Weekly Program

## Photo Gallery – used for photos that do not relate to observations

Test Educator Child Care Processing Accounts Program & Practices

Home Programming Programming Records

### PROGRAMMING

Templates Manage Records

Search Keyword... Search Reset

Template Name	Version
Daily Plan (EYLF)	v1
Kath Dickson Weekly Program (EYLF)	v1
Kath Dickson Weekly Program (MTOPI)	v1
KD Educational Program (EYLF)	v1
Program EYLF (EYLF)	v2
Program MTOPI (MTOPI)	v1
WEEKEND CARE (EYLF)	v1
Weekly Photo gallery (EYLF)	v1
Weekly photo gallery (MTOPI)	v1
Weekly Reflection & Critical Reflection (EYLF)	v5

1

- Programming
- Weekly photo gallery

## Completed Checklists

The screenshot shows the 'Test Educator' software interface. At the top, there is a navigation bar with 'Test Educator' and several dropdown menus: 'Child Care', 'Processing', 'Accounts', and 'Program & Practices'. Below this, there are breadcrumb links: 'Home' > 'Programming' > 'Diaries'. The main section is titled 'DIARIES' and contains a 'Templates' tab and a 'Manage Records' button. A search bar with 'Search Keyword...' and 'Search' and 'Reset' buttons is present. Below the search bar is a table with columns 'Template Name' and 'Version'. The table lists several templates, including 'Daily Group Experience (EYLF)', 'Daily Group Observation (EYLF)', 'Daily Group Observation (MTOF)', 'My First Day at Kath Dickson (EYLF)', 'SCHOOL HOLIDAYS (MTOF)', 'Weekly Cleaning/ Hazard/ Safety Checklist (EYLF)', and 'Weekly Pool/ Spa / Water hazard checklist (EYLF)'. A dropdown menu is open under 'Program & Practices', with 'Diary' highlighted. A red arrow points from 'Diary' to the 'Diary' bullet point in the list on the right. Another red arrow points from the 'Weekly Cleaning/ Hazard/ Safety Checklist (EYLF)' row in the table to the corresponding bullet point in the list.

Template Name	Version
Daily Group Experience (EYLF)	v1
Daily Group Observation (EYLF)	v3
Daily Group Observation (MTOF)	v1
My First Day at Kath Dickson (EYLF)	v2
SCHOOL HOLIDAYS (MTOF)	
Weekly Cleaning/ Hazard/ Safety Checklist (EYLF)	
Weekly Pool/ Spa / Water hazard checklist (EYLF)	

- Diary
- Weekly Cleaning/hazard/Safety Checklist
- Weekly Pool/Spa/ Water hazard checklist