

## POLICY STATEMENT

Mallee COGS shall provide a quality program that is developmentally appropriate and meets the needs, capabilities and interests of all of the children attending the Service.

The program will promote the development of each child's social, physical, emotional and intellectual potential, including language skills and creativity and will complement the home environment.

This will take place within a secure and happy atmosphere without substituting the care children receive from their parents.

For the purpose of this Policy, "Parents" includes parents, guardians and families.

### Rationale:

Children should be encouraged to develop their potential. Mallee COGS shall provide a safe, caring and supportive environment where individuals are treated as equals.

### Children need:

- To have their individual needs and abilities met
- An opportunity for social, physical, emotional and intellectual development
- A friendly and open environment
- Equal opportunity
- A stimulating and safe play environment.

### Parents need:

- Information and feedback about their child's activities, involvement and development to support and compliment their role as a parent
- Support in introducing their child/ren to different experiences
- Enabling their child/ren to mature in a loving, caring and safe environment.

### Staff need:

- Job satisfaction
- Recognition of professionalism
- Training and development opportunities
- Adequate resources
- Support from staff and colleagues.

### Mallee COGS Management requires:

- Professional staff who are able to provide appropriate programs and support to parents and children.

### Other Relevant Policies / procedures:

Children's curriculum Procedure 3.01.01

QA1 Educational Program and Practice		
<b>Standard 1.1</b>	<b>Program</b>	<b>The educational program enhances each child's learning and development.</b>
Element 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.
Element 1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Element 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.
<b>Standard 1.2</b>	<b>Practice</b>	<b>Educators facilitate and extend each child's learning and development.</b>
Element 1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Element 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.
Element 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.
<b>Standard 1.3</b>	<b>Assessment and planning</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>
Element 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.
Element 1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Element 1.3.3	Information for families	Families are informed about the program and their child's progress.

<b>Standard 3.2</b>	<b>Use</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>
Element 3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Element 3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Element 3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

QA6 Collaborative Partnerships with families and communities		
Standard 6.1	Supportive relationships with families	Collaborative partnerships with families and communities
Element 6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
Element 6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
Element 6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
Element 6.2.3	Community engagement	The service builds relationships and engages with its community.

Section 323(National Law) – Approved learning framework

Regulation 73 – Educational Programs

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 the educational program to be given to parents

## Reference:

## Legislation

Equal Opportunity Act 1984 (SA);

Children's Services Act 1985; version 1.1.2012

Commonwealth Operational Guidelines

Educational and Early Childhood Services (Registration and Standards) Act 2011

Policy Name and Version No.	Children Curriculum 1.2
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