



EDUCATIONAL PROGRAMMING PROCEDURE

Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011		
Responsible Officer	Vice-President, University Services		
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Superseded Documents	Programming Procedure		
File Number	Contact the Records & Archives Office .		
Associated Documents	Individual Campus's Guidelines		
Version	Authorised by	Approval Date	Effective Date
3.0	Early Years Management	March 2017	April 2017

1. Purpose and Scope

Early Years view children as competent individuals. Educators will work in partnership with children and families to create creative and challenging learning opportunities and a supportive environment for all children to play, learn and develop.

Curriculum development within each of the Centres will focus on individual and group capabilities and interests to reflect the National Early Years Learning Framework and the National Quality Standards.

2. Definitions

3. Procedure

- Educational programs will be linked to the Early Years vision, each campus's philosophy, UNSW policies, Early Years procedures, Early Years Learning Framework, and the National Quality Standards.
- The educational program will focus on each child's individual strengths and interests, as well as areas that require further support. Experiences will reflect and respect cultural diversity, individuality and concepts of community.
- Opportunities will be provided for children to learn through play, this being active involvement in experiences which set the foundation skills for future development in a supportive environment.
- The educational program will allow hands-on learning opportunities which will cover all areas of development and curriculum such as physical skills, language skills, cognitive skills, creative arts and environmental education.
- The educational program will provide a balance of activities throughout the day: indoor/outdoor, quiet/active, individual or small groups, large groups, spontaneous/child- or teacher-initiated.
- The educational programs for all age groups are developed to prepare children for school by developing autonomy, building on their social and emotional wellbeing and promoting foundation skills needed for school.
- The educational program will also incorporate the talents, skills and interests of the educators within the centre as complements to the children's own talents, skills and interests.
- The educational program will be under-pinned by a social justice approach. **See *Anti-bias, social justice, inclusion and diversity procedure***.

- When programming, educators will look at each child in a variety of contexts:
 1. as an individual
 2. as a member of a peer group
 3. as part of a family
 4. as part of a community with a cultural background
- The educational program will be displayed within each room so that educators, families and other interested people may observe, become aware of its objectives and contribute to its implementation and evaluation.
- Educators will regularly record their observations of the children in their care for the centre's planning and evaluation process.
- Educators will meet regularly to discuss and plan the educational program.
- Educators will assess children's well-being and progress in order to plan for children and evaluate the educational program to see if goals and objectives are being achieved.
- Educators will work closely with families, including their ideas and suggestions into the educational program whenever possible.
- Educators will communicate frequently with families and each other using a variety of methods about each child's day as well as participate in long term planning and development.
- Additional programming will be allocated to educators who provide support for children with additional needs as required.
- ECT, Diploma and Cert III educators who develop the educational program are allocated time away from children as per National Regulations.
- Educators will contribute to the educational program as per expectations of position description and related to their qualification level. Time away from other duties will be dependent upon individual's roles and responsibilities.
- Each centre will develop their own educational programming guidelines to reflect their individual centre's philosophy and structure.

Educational Leader:

- Each centre will have an Educational leader who will be a University-qualified teacher. They will oversee the programs within the service.

Digital documentation

UNSW Early Years will utilise an **Online Documentation system**.

- The purpose of documentation is to make visible the teaching and learning that is facilitated by educators Early Years.
- Families will be invited to join *Storypark* via email once the providers Digital Documentation Terms and Conditions and Agreement has been accepted by Early Years families.

4. Review & History

5. Acknowledgements

Early Years Learning Framework

National Quality Standards

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table. Refer to information about [Version Control](#) on the Policy website.

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Services	11 November 2013	11 November 2013	
2.0	Early Years Management	11 November 2014	12 December 2014	
2.1	Early Years Management	August 2015	September 2015	Changed procedure name
3.0	Early Years Management	March 2017	April 2017	Online documentation added