



CATHOLIC EDUCATION

WESTERN AUSTRALIA

PROGRAMMING AND DOCUMENTATION POLICY

Policy Statement:

Our Programming and planning for children is part of a programming process and reflects the values, knowledge and skills of children, families and staff. We believe the centre's philosophy is the basis for all planning and reflects how children play, learn and develop and supports who they are their place in the world.

Procedure:

Early development takes place in the context of families and communities and is shaped by the day to day experiences and environments of early life.

Upon enrolment and at least annually a strengths interests and needs sheet will be completed for each child and the information obtained used to inform the programme.

Daily life experiences form a pathway for lifelong learning.

Each day we will have a daily reflection journal on display in the room so that caregivers can share the child's day with families.

Gathering information about children's development and interests, or planning and evaluating children's experiences assists the staff to provide a program for individual, small or large groups.

Staff will be provided with opportunities to further their knowledge of child development theories and practice

Programs will be developed for all aspects of their service (i.e. before school care, after school care, vacation care and long day care)

All staff will be encouraged to explore and use good quality resources and training to offer fresh experiences for children and to further their own professional development and skills

Staff will have access to the National Quality Framework and Early Years Learning Framework.

The programs will be balanced, providing a range of indoor/outdoor experiences, both planned and spontaneous experiences, opportunities to learn and practice life and social skills.



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Staff will follow the Centre “Programming Framework” which educators can resource from the office.

Intentional teaching opportunities are used to promote and extend children’s play and interests.

Two files will be kept for children. The white file will contain all caregiving information, and programming support documentation. The black file is a file that families and children have access to; it contains information about the child and their time at the Centre. It may also contain observations and work samples. Educators may also use it for a variety of family participation methods and will give it to the family at the end of the year as a journal of their year in the room.

Sourced: Guide to the National Quality Framework, ACECQA

Date written May 2019	Review: May 2020
	No changes have been made for may review 2020
Next review	May 2021