

Educational Program and Practice

EP01 Parents as First Educators (*including Procedure and Communication with Parents*)

EP02 The Curriculum – Developing Programs (*including Procedure*)

EP03 The Child's Day (*including Procedure*)

EP04 Environment – Influence and Use

EP05 Resources – Selection and Use

EP06 Excursions/Incursions/Regular Outings (*including Procedure*)

EP07 Guiding Children's Behaviour (*including Procedure*)

EP08 Research and Best Practice



Policy Statement

- Curtin University Early Childhood Centre seeks to work with parents in partnership and will provide the environment, staffing and policies that will aid the development of sound relationships with parents.
- The centre will ensure that knowledge, family culture, similarities and differences are respected and that the role of the parent is valued.
- Parents are afforded opportunities to communicate freely and any information shared will be treated with respect.
- The centre will act to support parents by providing all relevant information and guidance.

Policy Considerations

The practice of educators and the relationship they form with children and families has a significant affect on children's involvement and success in learning. The Early Years Learning Framework tells us that partnerships between educators and families matter.

To achieve this:

- Educators seek information from families
- Family and community understanding of each child's knowledge, strengths, ideas, abilities and interests is sought.

This Matters because:

- knowing that educators respect them and their family strengthens a child's identity and sense of belonging which enhances their learning
- knowing children well includes knowing the family, the cultural and community context of their lives
- families bring insight that differs from those of the educator which offers a richer picture about the child

Strategies for Implementation

Centre Responsibilities

The centre will ensure that it works towards positive relationship development with parents. This begins from first contact with the family, through to enrolment, orientation to the child being settled.

Centre staff will:

- Act to support families during the enrolment and orientation process
- Identify the individual education and care requirements of each child based on discussion and observation
- Tailor the settling-in to meet the needs of individual children and families
- Work with families on the development of plans for their child as is needed
- Gather information from families to support continuity of care between home and the service
- Act to create a relationship to facilitate families being able to share their understanding of their child's strengths, interests, abilities and needs
- Work towards earning the respect of parents
- Provide a realistic view of group care to parents

The centre will support parents with parenting information where a need is identified. The centre will choose resources and references for parents from accredited sources either professional quality assured or from government sources.



Parent's Responsibilities

Parents will provide information of diversity to assist educators to plan for the child's individual needs and support the building of a relationship with the child.

Considerations and Sources

Education and Care Services National Regulations 2012

- Regulations 73, 74, 75, 76, 157, 168(2)(k), 170, 171, 172, 173

National Quality Standard Quality Areas 1 and 6 including:

- 1.1 Program – The educational program enhances each child's learning and development.
- 6.1 Supportive relationships with families – Respectful relationships with families are developed and maintained.
- 6.1.1 Engagement with the service – Families are supported from enrolment to be involved in the service and contribute to service decisions.
- 6.1.2 Parent views are respected – The expertise, cultures, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
- 6.2 Collaborative partnerships – Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Related Policies

The Curriculum - Developing Programs (*including Procedure*)

Children's Day (formerly 'Routines') (*including Procedure*)

Enrolment (*including Procedure and Management of the Waiting List*)

Orientation of Families and Children (*including Procedure*)

Curriculum Guide

Orientation of Staff

Research and Best Practice

Staff Performance

Related Forms

Enrolment Form

Child's Background/Coversheet

Room based information forms (food, sleep/rest, nappy creams etc.)

Health Forms

Approved curriculum/programming templates including Parent Input forms (*see the Curriculum Guide*)

Signatory

Name: Karen Nicholls

Signed: 

Date: 14 June 2022

Position: Director



Discussion

All families are different. Children will have diverse understandings of 'family' and have unique relationships with those who feature prominently in their lives.

Educators can nurture the important attachment relationship that exists between the family and child when they seek to involve all those who are important to families and children at the service. For example, they recognise the importance of extended family, kinship ties, carers and guardians in a child's life.

Action

At enrolment the Director and or the Coordinator or appropriate staff will meet with parents and make them welcome, introduce them to centre life, discuss how the centre operates, and describe how the centre seeks to work closely with parents and families.

During room orientation educators will:

- Respectfully discuss family structure backgrounds and parenting goals and strategies.
- Identify the individual education and care requirements of each child with their family
- Tailor the settling-in to meet the needs of individual children and families
- Begin the discussions with families for the development of plans for their child
- Request information from families to support continuity of care between home and the centre.
- Explain the environment of group care etc.

The outcome of this gathering of information and discussion with parents is to be recorded on the child's 'Coversheet'.

Parents are to be:

- Welcomed into the area as the child is welcomed and asked open questions about the child's night or how the days have been since the previous session
- Provided with clear and meaningful end of day verbal handover
- Regularly invited to sit and review their child's portfolio
- Invited to a parent gathering at least once a semester
- Provided with a written assessment of their child's progress toward meeting the planned outcomes at least once a semester
- Invited to view the fortnightly program plan and the fortnightly summary 'The Fortnight that was'.

Educators will make themselves available to discuss the child's interests, needs and issues at a mutually convenient time.

Educators should act to create a relationship to facilitate families being able to share their understanding of their child's strengths, interests, abilities and needs.



It is the aim of the centre to provide quality care and education to the enrolled child. To do this there needs to be very good and effective communication between the centre staff and parents.

Initially the communication revolves around the enrolment and orientation of children and families into the centre however this changes to the communication necessary for educators to have a clear understanding of the needs and interests of each child and the expectations of parents.

Opportunities exist for parents to have meaningful handovers at the beginning and end of the day as well as for written suggestions for program ideas on a regular basis.

Formal meetings can be booked with Team Leaders to discuss any issue that needs time or confidentiality.

Other opportunities are available when Curriculum Meetings are held and social events occur.

It is imperative that the lines of communication are open and valued between educators and parents.

Management also values the opportunity to have communication with parents. The door is always open for parents to question, provide information or simply make a comment face to face.

The centre also invites parents to provide comments in the Suggestion Box in the front foyer.

A Newsletter from the centre Director goes out to parents once a fortnight. Additional notices, reminders and points of interest are posted onto the Storypark app. This is a two way application where parents are invited to respond to any notices or information given.



Policy Statement

- Curtin University Early Childhood Centre is committed to the application of the Early Years Learning Framework, believing that the Framework conveys high expectations for all children's learning from birth to five years and through the transition to school.
- Educators will work in partnership with children, families and other professionals to:
 - plan effectively for children's learning and wellbeing
 - plan programs for children and evaluate those programs
 - evaluate children's progress toward intended outcomes
 - identify children who may need additional support
 - evaluate the effectiveness of the education and care environment and the experiences offered
 - Educators will reflect on their professional practice and relationships with children and families and use this knowledge to improve the effectiveness of the program and teaching strategies.
- The program will be implemented in an inviting and aesthetically arranged environment which displays respect for all stakeholders and which enhances the development of creativity in children.
- The centre will provide clear guidance for the development of programs through the Curriculum Guide.
- The centre will provide orientation and on-going education for staff on the curriculum developing programs at Curtin Early Childhood Centre.

Policy Considerations

Curtin Early Childhood Centre emphasises play based learning and recognises the importance of engaging children's interests to stimulate learning and maintain a sustained interest in learning.

The centre recognises that parents are the child's first and primary teacher and that the goals of the program will not be successful unless parents and educators work together.

The program will provide for the learning and development of the children's creative, social, physical, emotional, cultural and intellectual capabilities, including language, literacy, numeracy, art and science. The program also has a strong focus on communication and recognises the importance of the development of identity and building and maintaining relationships.

The centre believes that there is a range of knowledge fundamental to working with children in early childhood and that it contributes significantly to the successful practice of the educators in this centre achieving the planned outcomes for children.

Strategies for Implementation

Centre Responsibilities

The Curriculum Guide is renewed regularly and outlines the principles and practices educators need to apply to the development of their program. The guide also provides operational procedures and templates for documentation.



The centre will resource adequate time for program planning for staff to discuss and develop programs and to evaluate their outcome.

The centre will provide opportunities both formal and informal for Educators and families to come together for the purpose of sharing information about the child

Parent Responsibilities

Opportunities are provided to parents and family members to provide input into the program development, providing information and discussing issues which will be used in the planning for their child.

Review

The Curriculum Guide will be reviewed at need or at least once every two years.

Considerations and Sources

Education and Care Services National Law (WA) Act 2012

- Section 168

Education and Care Services National Regulations 2012

- Regulations 73, 74, 75, 76
- An approved learning framework informs the development of a curriculum that enhances each child's learning and development

National Quality Standard Quality Areas 1, 4, 6 and 7 including:

- Program – The educational program enhances each child's learning and development.
- Practice – Educators facilitate and extend each child's learning and development.
- Assessment and planning – Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
- Collaborative partnerships – Collaborative partnerships enhance children's inclusion, learning and wellbeing.
- Educational leadership – The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

Related Policies

Children's Day (*including Procedure*)

Parents as First Educators (*including Procedure and Communication with Parents*)

Resources – Selection and Use

Environment – Influence and Use

Curriculum Guide

Orientation of Staff

Research and Best Practice

Staff Performance

Related Forms

Approved curriculum/programming cycle templates (*see the Curriculum Guide*)

Signatory

Name: Karen Nicholls

Signed: 

Date: 14 June 2022

Position: Director



Discussion

The development of programs is prescribed in the policies and procedures of the centre through the **Curriculum Guide**.

Action

The Guide is to be used in the centre by all staff involved in programming. It is divided into two sections:

1. The first section is about professional knowledge and is divided into three sub-sections:
 - The professional knowledge base, a fundamental for working with young children. Re-visiting the process of how children learn reminds educators that there is a way of connecting with children that optimises their chance of learning and achieving the outcomes planned for them.
 - A professional practice environment which has been established in the centre which is framed by the Early Years Learning Framework.
 - The strategies used in an Early Years Learning environment.
2. The second section is about the process of curriculum development and is divided into five subsections. Using all of the knowledge and strategies from the first section, the process of curriculum development is the means to achieving the outcomes planned for the children enrolled in the centre working with the children's interests and initiated play:
 - Collect Information
 - Question/Analyse
 - Plan
 - Implement
 - Reflect

The Guide also contains the approved planning templates to be used:

1. Parent Input Sheet // 1.a. Parent Quick Note
2. Child's Background/Coversheet
3. Individual Assessment Analysis and Reflection
4. All About Me
5. Reflection Diary Entries
6. Post It Note Review Sheet
7. Observation Record Tracker // 7.a. Ob Seed Plan Links
8. Learning Story
9. Anecdotal Observation
10. Planned Intentional Teaching (Seed Plan)
11. Planned and Spontaneous Curriculum
12. Fortnight Critical Reflection
13. Team Reflection previous fortnight
14. Assessment Chart // 14.a. Assessment Chart End of Year
15. Transition Form

Educators should make use of the Curriculum Guide and consult with the Director or the Educational Leader should they have any programming issues.

The centre will provide staff resources for programming time. Educators should maximise the use of this allocated time and report to the Coordinator if they have any issues with the efficient use of the time.



Policy Statement

- Curtin University Early Childhood Centre will endeavour to provide a stable and predictable environment each day which promotes children's feelings of security and belonging.
- The room day will be arranged to provide flexibility in rest, group and individual activities within a secure framework.
- The day will offer prolonged periods of play for children to be able to have unstructured time to focus on their interests.
- The routine elements and programmed activities of the day are the focus of planning. Planning and collegial conversations provide opportunities for educators to experience, discuss, think and extend children's learning.
- The needs of the children will be of paramount importance to educators during their time in the centre. Good early childhood education and care practice will always be evident. As children grow and develop, the routines will respond to the child's needs.

Policy Considerations

The Early Years Learning Framework has been designed for use by early childhood educators working in partnership with families.

The Early Years Learning Framework states that the curriculum encompasses all the interactions, experiences, routines and events, planned and unplanned, that occurs in an environment designed to foster children's learning and development.

Strategies for Implementation

Centre Responsibilities

The needs of individual children will be catered for by ensuring that routines are flexible.

The centre will ensure parents are aware of the routines embedded within their child's day and that they are aware of the flexible environment at the centre.

Parents will be requested to provide sufficient information on their child's routines at home to assist educators in their planning. Every endeavour will be made to accommodate these requests however it must be remembered that the centre provides a group care environment.

Parent's Responsibilities

Parents will provide information to assist educators to plan their day and provide appropriate attention to the individual needs of a child, for example the timing of medication, food or rest.

Review

Educators will continually review the day to assess whether there will be enough time for children to accomplish a satisfying conclusion to the experience or activities being planned.



Considerations and Sources

Education and Care Services National Law (WA) Act 2012

- Section 168

Education and Care Services National Regulations 2012

Regulations 73, 75, 76

National Quality Standard Quality Areas 1, 2, 5, 6 and 7 including:

- 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.
- 1.1.3 Program learning opportunities – All aspects of the program, including routines, are organized in ways that maximize opportunities for each child's learning.
- 1.2 Practice – Educators facilitate and extend each child's learning and development.
- 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.
- 2.1.1 Wellbeing and comfort – Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
- 5.1 Relationships between educators and children – Respectful and equitable relationships are maintained with each child.
- 6.1.2 Parent views are respected – The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
- 7.1.1 Service philosophy and purpose – A statement of philosophy guides all aspects of the service's operations.

Related Policies

The Curriculum - Developing Programs (*including Procedure*)

Parents as First Educators (*including Procedure and Communication with Parents*)

Resources – Selection and Use

Environment – Influence and Use

Curriculum Guide

Orientation of Staff

Research and Best Practice

Staff Performance

Related Forms

Approved curriculum/programming cycle templates (*see the Curriculum Guide*)

Approved room based forms for food, sleep and rest, etc.

Signatory

Name: Karen Nicholls

Signed: 

Date: 14 June 2022

Position: Director



Discussion

Flexible routines provide the predictability and security that is necessary for children. Routines can offer important and powerful learning opportunities. Children are supported to participate in routines.

Action

The planning for routine room activities must take account of:

- The children's energy level at a particular time of the day
- Temperature and weather conditions
- Mood fluctuations through the day
- Particular needs of individuals within the group
- Unexpected or spontaneous events occur during the day
- Cultural needs or requirements
- Information gathered from discussion with parents on how the child's day is managed at home and any particular needs the child may have (as recorded on the child's 'Cover Sheet')
- Suitable lengths of time for children to have satisfactory play experiences.

The routine activities of the day may be discussed in the planning through intentional teaching plans and/or through planning for the achievement of the outcomes of the Early Years Learning Framework.



Policy Statement

- Curtin University Early Childhood Centre believes that the environment is the third educator and seeks to provide a safe, spacious and well-resourced environment suitable for providing the children with opportunities for positive experiences. The centre is mindful that the environment is a pleasant working environment for the educators.
- The centre believes that the aesthetic value of the environment is a significant contributor to the children's learning experiences and creates a culture of appreciation of beauty. The centre therefore will ensure that the planning and design of the environment is coordinated to provide an environment of a high standard.
- The environment will be a safe place for children with suitable supervision and allow for learning experienced that accept challenge and assess risk.
- Educators will ensure that all children are engaged and involved in quality experiences in well thought out spaces. The curriculum planning will demonstrate the components important for a well-managed environment.
- The centre will support educators in their use of the environment through initial education and then ongoing support.
- The centre works as an integral part of the early childhood education and care learning community and shares its philosophy, planning advice and use with other community centres.

Policy Considerations

The Early Years Learning Framework tells us that:

Working in partnership with families, educators use the Learning Outcomes to guide their planning for children's learning. In order to engage children actively in learning, educators identify children's strengths and interests, choose appropriate teaching strategies and design the learning environment.

The centre environment plan is developed with parents, education and care community members and environment experts. The centre has a larger environment in its community on campus.

Strategies for Implementation

Centre Responsibilities

The centre will ensure that the design and maintenance of the environment fits with the aesthetic philosophy.

Considerations and Sources

Education and Care Services National Law (WA) Act 2012

- Section 167

Education and Care Services National Regulations 2012
Regulations 103, 104, 105, 110, 113, 168, 170



National Quality Standard Quality Areas 1, 2, 3 and 6 including:

- 1.1 Program – The educational program enhances each child’s learning and development.
- 2.1 Health – Each child’s health and physical activity is supported and promoted.
- 3.1. Design – The design of the facilities is appropriate for the operation of the service.
- 3.2 Use – The service environment is inclusive, promotes competence and supports exploration and play-based learning.
- 3.2.3 Environmentally responsible – The service cares for the environment and supports the children to become environmentally responsible.
- 6.2.3 Community engagement – The service builds relationships and engages with its community.

Related Policies

The Curriculum - Developing Programs (*including Procedure*)
Curriculum Guide
Health and Safety Policies and Procedures
Centre Environment Plan
Orientation of Staff
Research and Best Practice
Staff Performance

Related Forms

Approved curriculum/programming cycle templates (*see the Curriculum Guide*)
Approved maintenance and order forms

Signatory

Name: Karen Nicholls

Signed: 

Date: 14 June 2022

Position: Director



Policy Statement

- Curtin University Early Childhood Centre maintains that the environment is the third teacher and is therefore committed to providing interesting, natural and thought-provoking resources which enhance the development of creativity in children.
- The centre will select and use resources that reflect the diversity of the Curtin community and promote use and access according to the children's needs and interest.
- The centre recognises that resources that are broken, in poor repair or unsafe add nothing to a child's interest, engagement in learning, rest or fun. Therefore the centre manages a strong maintenance program which seeks to ensure a safe and stimulating environment.
- The program of the centre is based on good early childhood principles. Children's participation in play and experiences is the major focus of a child's learning and development at this centre.

Policy Considerations

The Early Years Learning Framework tells us that:

Materials enhance learning when they reflect what is natural and familiar and also introduce novelty to provoke interest and more complex and increasingly abstract thinking. For example, digital technologies can enable children to access global connections and resources, and encourage new ways of thinking. Environments and resources can also highlight our responsibilities for a sustainable future and promote children's understanding about their responsibility to care for the environment. They can foster hope, wonder and knowledge about the natural world.

Strategies for Implementation

Centre Responsibilities

The centre will maintain the environment according to the principles and practices laid down in the policies and procedures.

A spontaneous experience may occur and must be written in the program by the educator or Team Leader and evaluated with the program.

Considerations and Sources

Education and Care Services National Law (WA) Act 2012

- Section 167

Education and Care Services National Regulations 2012

- Regulations 103, 104, 105

National Quality Standard Quality Areas 1, 2, 3 and 6 including:

- 1.2 Practice – Educators facilitate and extend each child's learning and development.
- 2.2 Safety – Each child is protected.
- 3.1.2 Upkeep – Premised, furniture and equipment are safe, clean and well maintained.
- 3.2 Use – The service environment is inclusive, promotes competence and supports exploration and play-based learning.



- 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.
- 6.2.3 Community engagement – The service builds relationships and engages with its community.

Related Policies

The Curriculum - Developing Programs (*including Procedure*)

Curriculum Guide

Health and Safety Policies and Procedures

Orientation of Staff

Research and Best Practice

Staff Performance

Related Forms

Approved curriculum/programming templates (*see the Curriculum Guide*)

Approved maintenance and order forms

Signatory

Name: Karen Nicholls

Signed: 

Date: 14 June 2022

Position: Director



Policy Statement

Incursions/excursions and the regular outings on Curtin University campus are a valuable part of the child's learning experience. All outings require planning and must have links to the planned learning. On occasion ad hoc walks are taken on the University campus which support the development of the child's sense of belonging to a larger community. These walks are part of the regular outings. A thorough risk assessment is done for all outings and incursions with a review to follow up. As part of all duty of care a risk assessment form must be filled out by the educator doing the planning and signed by the Co-Ordinator or Director a minimum of 24 hours prior to the event. The exception being an incidental regular outing on the University campus. Written authorisation must be obtained by the parents, or person named on the enrolment form with the authority to authorise – for a one-off excursion. For **regular outings** authorisation is only required to be obtained once in a 12-month period.

The Program Form for Excursion, Incursion and Walks on Campus includes:

- The child's name
- Reason they are being taken out of the premises
- The Date of the Excursion (except regular outing)
- Description of proposed destination
- Method of transport
- Proposed activity
- The period the child will be away
- The number of children participating
- Educator ratio
- Risk assessment prepared and available at the centre
- The purpose and location of the outing.
- A risk assessment carried out prior to the outing

Policy Considerations

The Early Years Learning Framework tells us that experiencing *belonging* – knowing where and with whom you belong – is integral to human existence. All excursions are contributors to children becoming aware of their community and their place within that community.

Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. Early Years Learning Framework

Strategies for Implementation of an Excursion

All off campus excursions are to be programmed for, with experiences planned to reinforce particular points of the excursion. The excursions will be arranged by the room educators in consultation with the centre Director or Coordinator.

In order to ensure that each excursion is a rewarding and safe experience, the following will occur:

- Consideration of the value of the experiences as an adjunct to children's learning
- Approval sought from Director/Coordinator
- The organising educator follows the excursion procedure
- A risk assessment is done as a priority
- Written parental permission to take children out of the centre
- Transport to be fitted with seatbelts
- The plan and contact details to be carried, along with the centre mobile phone



- A plan for first aid requirements; water bottle, hat, sunscreen, food, raincoat, resources
- All related forms to be completed
- Educator to child ratio for off campus visits adhered to
- Evaluation to be completed

Once a plan is completed, it will be given to the Director for approval at least 24 hours before excursion takes place.

Strategies for Implementation of an Incursion

- Room initiated incursions need a completed plan signed off by Coordinator or Director
- Educator to child ratio adhered to throughout the incursion
- Visitors to the centre must have a WWCC and/or be supervised at all times
- Risk assessment of activities done as part of the planning
- Parents notified of the activity ahead of time
- Review completed in conjunction with Educators, shared with Director or Coordinator

Strategies for Implementation of Regular Outings on University Campus

Regular outings are walks that occur only on the campus site and extend the learning program.

- Can be planned for, or incidental
- Risk assessment done as part of the process
- Parents notified of the activity ahead of time when it's a planned for activity
- As a regular outing permission from parents is only required once in a 12-month period
- Program Related Form filled up and signed by Director/Coordinator prior to the outing

Review

The incursion/excursion/regular outings on the University campus will be reviewed by the team who participated in consultation with the Director or Coordinator. The review will consider safety, the adequacy of the preparation, the topics covered, the children's responses, noting what worked and what would need to be changed for future outings.

Considerations and Sources³

Education and Care Services National Law (WA) Act 2012

- Section 165A, 167, 169

Education and Care Services National Regulations 2012

- Regulations 73, 74, 75, 76, 89, 100, 101, 102(5), 160, 161,

National Quality Standard Quality Areas 1, 2, 6 and 7 including:

- 1.1 Program – The educational program enhances each child's learning and development
- 2.2 Safety – Each child is protected.
- 2.2.1 Supervision – At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
- 6.2.3 Community engagement – The service builds relationships and engages with its community.
- 7.1.2 Management systems – Systems are in place to manage risk and enable the effective management and operation of a quality service.



Related Policies

- EP The Curriculum - Developing Programs (*including Procedure*)
- EP Curriculum Guide
- HS Health and Safety Policies and Procedures
- CP Visitors (and Volunteers)
- HS Supervision (*including Procedure*)
- HS Transport (*including Procedure*)
- HS Water Safety (*including Procedure*)

Related Forms

- Approved curriculum/programming templates (*see the Curriculum Guide*)
- Checklist for Planning
- Excursion Contacts List and additional needs list
- Program Related Form: Risk Assessment

Related Publications

- Curriculum Guide
- The Parent Handbook – A Centre Guide for Parents and Families
- Staff Handbook

Signatory**Name:** Karen Nicholls**Signed:** **Date:** 20 July 2022**Position:** Director

The Team Leader or organising educator must plan the excursion. Of note will be a risk assessment, appropriateness of topic, venue, means of transport and number of responsible adults required – as detailed in the Excursions off Campus forms. A Checklist for Planning, Contacts List and Excursions off Campus (Program Related Form) must be completed during the planning process.

An information and authorisation letter to the parent or legal guardian of a child requesting attendance at an off-campus excursion must contain the following information as stipulated in the Education and Care Services National Regulation 2012

- The child's name
 - The reason the child is to be taken outside the premises
 - The date the child is to be taken on the excursion
 - A description of the proposed destination for the excursion
 - The method of transport to be used for the excursion
 - The proposed activities to be undertaken by the child during the excursion
 - The period the child will be away from the premises
 - The anticipated number of children likely to be attending the excursion
 - The anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion
 - The anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion
 - That a risk assessment has been prepared and is available at the Centre
 - If a body of water is present, precautions will be taken
- All parent helpers/volunteers will be required to attend a briefing/instruction session on safety aspects prior to the excursion date.
 - The centre policy and procedures for Excursions will be discussed with all attending adults at the meeting or before the excursion.
 - All staff and parent helpers will be informed that parent helpers are not to be left alone with the children other than their own. If a volunteer is used, other than a parent helper, a Working with Children Check will be required.
 - Names of parent helpers will be displayed prior to the excursion so other parents can be aware of which parents are attending.

On the day of the Excursion:

- Check off against the Excursion Checklist for Planning Form prior to leaving the centre.
- Briefly review with parent helpers/volunteers the centre Policy & Procedure for excursions
- Check the children's clothing is appropriate
- Apply sunscreen to all the children and ensure all children have been to the toilet just before leaving the centre



- Bring the group together and allocate small groups of children to Group Leaders.
- Have a Master List with all the groups of children and their Leader recorded on it, and after introducing each group of children to their Leader provide them with a copy of the list with the names of the children in their group.
- Explain the rules to the children required for the excursion (this will also have been discussed previously as preparation for the excursion) e.g. holding hands with our group, walking not running, what to do if lost from their group and inform the children of behavioural expectations whilst on the excursion and the consequences.
- All children and adults gather in their groups in the foyer, and are checked against the master lists and permission slips by the Director and staff. One master list must be left behind in the centre with the details of the excursion.
- The centre's 'Excursion First Aid Kit' (when leaving Campus) and mobile phone (for all excursions) is taken by Team Leader.

During the excursion it is important that:

- Group Leaders count their group frequently
- Children be reminded of the procedure in case they lose their group (e.g. they are to stay at the point where they were last with the group)
- Stops are made for children to have a drink and to go to the toilet. Children are supervised in the restrooms **by staff members only**

If a child becomes ill or injured on an excursion, staff must:

- Follow "in-centre" procedure: assess symptoms, inform parents/guardians authorized emergency contact to collect child; monitor child
- Call an ambulance if necessary
- Contact the centre Director for instructions

If a child causes a safety hazard because of inappropriate behaviours:

- Phone parent and request he/she is collected from the excursion.

When leaving the excursion site:

- All children and adults gather in their groups and checked against the master list to ensure all numbers are accounted for.

Evaluation (Must be documented on the Program Related Form):

- Was the excursion of value to the children?
- Would you do it again?
- What would you do differently?
- Follow through the children with programmed experiences and activities.



Policy Statement

- Curtin University Early Childhood Centre supports staff to understand the reasons for children's behaviour.
- Using a positive approach to guiding behaviour means understanding why children behave in certain ways, and encouraging the continuation of positive behaviours and the development of more acceptable forms of behaviour.
- Educators must always encourage the individuality and confidence of each child, and work to support and develop each child's self-esteem. Educators will be sensitive to individual children's needs and provide nurturing support.

Policy Considerations

- A child's learning in regard to personal and social behavior along with their developmental level
- The need for children to practice and master skills with positive adult support
- The natural development of children managing feelings
- The need for adults to be good role models

Strategies for Implementation

Centre Responsibilities

The centre will provide educators with in-service training and information on factors that influence behaviour such as children's development. Educators will be encouraged to continue their ongoing learning in this area to keep abreast of changes in relevant research.

The centre will provide educators with appropriate levels of guidance and support when dealing with behavioural situations.

The centre will provide parents with clear guidelines on its Guiding Children's Behaviour Policy and will work with parents as partners in developing guidelines for their child.

The centre will ensure educators are available for parent meeting times and will ensure consultation with experts if required.

Educators will discuss behaviour management and guidance with parents.

Considerations and Sources

Education and Care Services National Regulations 2012

- Regulations 73, 74, 76, 155, 156, 168(2)(j), 170

National Quality Standard Quality Areas 4, 5, 6 and 7 including:

- 4.2 Professionalism – Management, educators and staff are collaborative, respectful and ethical.
- 4.2.2 Professional standards - Professional standards guide practice, interactions and relationships
- 5.1.1 Positive educator to child interactions – Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
- 5.1.2 Dignity and rights of the child – The dignity and rights of every child are maintained.



- 5.2.2 Self-regulation – Each child is supported to regulate their own behavior, respond appropriately to the behavior of others and communicate effectively to resolve conflicts.
- 6.2.1 Transitions- Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities
- 6.2.3 Community engagement – The service builds relationships and engages with its community
- 7.1.1 Service philosophy and purpose – A statement of philosophy guides all aspects of the service's operation.

Louise Porter, *Young Children's Behaviour: Practical approaches for Caregivers and Teachers* (2008, 3rd Edition, Elsevier, Sydney)

United Nations Convention on the Rights of the Child
The Early Years Learning Framework
Early Childhood Australia Code of Ethics
Curriculum Guide

Related Policies

Parents as First Educators (*including Procedure and Communication with Parents*)
The Curriculum – Developing Programs (*including Procedure*)
Children's Day (*including Procedure*)
Diversity and Inclusion (*including Procedure*)

Related Forms

Enrolment Form
Approved curriculum/programming templates including Parent Input Forms (*see the Curriculum Guide*)

Signatory

• Signed: 

• Date: 14 June 2022



Positive Approach to Guiding Behaviour

Educators will ensure the environment offers enough stimulation, variety and places to be quiet and relaxed to assist children to be focussed on their play.

The educators of Curtin University Early Childhood Centre will model acceptable behaviours during their working day.

The centre understands that children learn about acceptable behaviour through guidance and encouragement, conversations and with developmentally appropriate use of language, and encouragement to self-modulate their behaviour.

Their role modelling shall be aimed to positive behaviour within the areas of:

- socially accepted behaviour
- interactions with peers
- maintaining a safe and caring environment

Should children display anti-social behaviour, the centre will ensure that the parents are made aware and will work with them in adopting the centre's Guiding Children's Behaviour Policy.

Educators will communicate limits of behaviour to parents and invite parent input. Educators will also focus on the needs of individual children and discuss with their families issues of concern. With consultation between the centre and families suitable strategies will be developed and agreed and a plan drawn up.

Limits to behaviour will be clearly expressed in positive terms and reinforced consistently in a developmentally and culturally appropriate way.

Children will be encouraged to express their feelings in acceptable ways and to settle their differences in a respectful manner.

Through consultation with parents, the educators in the child's room will ensure:

- cultural needs are met
- the expectations of the child's behaviour are realistic and appropriate to their developmental level
- the child understands the limits and has them reinforced positively
- conflict will be minimized between centre and home expectations through discussion and consultation
- there is knowledge about appropriate practice in Early Childhood and the ages and stages of children's development
- children's needs are being met to a high level that takes into consideration group care
- investigation occurs to identify and/or eliminate any underlying causes that may have created behavioural issues and would need to be addressed by other professionals.
- inappropriate observed behaviours of children are minimized to diminish the risk of other children role modelling these behaviours
- the centre will use strategies that do not encourage inappropriate behaviours
- consequences used to minimize inappropriate behaviours will not encourage these behaviours to persist
- strategies are consistently followed by all educators in contact with the child



Strategies

- Educators will use voice intonations and facial expressions which show children respect, clear age appropriate explanations and positive reinforcement as methods to encourage the desired behaviour.

Shouting at children in this centre is not tolerated.

- Positive behaviours will be encouraged by diverting children to more appropriate activities, showing appreciation and acknowledgement for appropriate behaviour and building on each child's strengths and achievements.
- Ignoring some inappropriate behaviours is a strategy that is used, when other children are not at risk. This minimises the impact of attention for inappropriate behaviour.
- Where an incident occurs, educators will listen and talk to the children involved, and gain a clear understanding of the situation and talk with the children in a calm, fair, positive and firm way. Educators need to be clear and concise with their assessment of the situation. Wherever possible the children will be involved in deciding on the appropriate course of action to follow.

As children develop they may display hurtful/harming behaviours on occasions, usually due to trying to push boundaries or lack of verbal communication skills. Should this occur the following will apply:

- Educators will attend first to the injured child to comfort and assess their injuries. First Aid will be applied as required.
- While attending to the injury (or immediately afterwards) the educator or another educator will talk about the incident with the other child explaining the consequences of his/her action, in words they will understand.
- The educator will show disapproval for the child's actions giving a reason and asking questions that will aim to develop empathy for the injured child. The educator will try to encourage the child to "help" make the injured child feel better. The educator may suggest an alternative behaviour.
- An Incident, Injury, Illness and Trauma Record will be completed in regard to the injured child.

The use of 'time-out' is not acceptable in this centre for any situation unless a formal plan is developed with the parents of a particular child together with the Director or Coordinator of the centre.

No child will be isolated for any reason for any period of time other than illness or accident. Children will be supervised by a contact staff member at all times.

No child will receive any form of corporal punishment, punishment by solitary confinement, punishment by physical restraint or any other demeaning, humiliating or frightening punishment, or withheld food or drink as a form of punishment.



Parents will be kept informed of their child's social development including the behaviours that have been noted. Consultation will take place with the parents when required.

The Director or Coordinator is available to discuss and assist with any concern a parent may have in respect of a child's behaviour or participation in the program. Educators are expected to inform the Director or Coordinator of any concerns in regard to children's behaviour and development.

Where unacceptable behaviour is observed repeatedly, or more than a reasonable number of times the observation of that behaviour must be recorded and a specific program (plan of action) must be developed. This must be regularly evaluated. This will be developed with parents to ensure consistency between home and centre.

If the unacceptable behaviour persists, the Director or Coordinator, with parent agreement, will seek further advice from an appropriate professional.

After the child has been given every opportunity to respond positively and if all methods fail to result in an improvement in behaviour, the Director will discuss alternative care with the parent/guardian, in consideration of the health and safety of the other children in care.

If any parent is uncooperative with the centre's Policy on Guiding Children's Behaviour and unwilling to seek advice from an appropriate professional when all other avenues have been explored, the parents may be asked to remove the child from the centre.

Enrolled and non-enrolled children in the company of their parents will be required to conform to Guiding Children's Behaviour Policy on acceptable behaviour. If a parent is not able to control their non-enrolled child's behaviour they will be asked to remove the child from the centre.

Parents/guardians who wish to discipline their own children whilst in the centre will not at any time use any form of corporal punishment or use of unacceptable language or shouting.

Please note the 'limits' information or rules in each room. These will be reviewed each year or as needed. The review will involve educators, parents, current resources and where appropriate, the children.

At all times Legislation, Policy and Procedure must be followed.



Policy Statement

- As Curtin University is developing into a major Research University in Australia, this centre will endeavour to follow.
- Early Childhood Education in Australia needs to have hard evidence of research about Australian children's learning and educator's skills to assist their learning.
- Curtin University Early Childhood Centre aims to provide the best possible care and education for the children and families that are enrolled.
- It is acknowledged that research is an invaluable tool in the quest to fulfil this goal.
- It is acknowledged that the centre is in a unique position on a University campus to provide a setting for early childhood based research.
- It is acknowledged that the centre has a responsibility to contribute to the aims and goals of the broader University community.
- The centre will work with the School of Education to fulfil this goal.
- The centre aims to develop the ability to enter into relevant research projects as seen appropriate.
- It is acknowledged that the centre has the responsibility to ensure that the rights of the centre's children and families are protected.
- All research undertaken with the School of Education will be approved by the ethics committee of the University.
- In accordance with these responsibilities, the centre will review all proposals for research to ensure that the rights and responsibilities of the centre, children, parents, and staff are protected.

Policy Considerations

- Centre Philosophy and Goals
- University related Policies
- Confidentiality and Record Keeping Policy

Strategies for Implementation

- Seek to employ people with an interest in Action Research
- Encourage educators to participate in Action Research
- Provide training on the value and importance to the field on research

Considerations and Sources

Centre Philosophy

National Quality Standard Quality Areas 4, 6 and 7 including:

- 4.2 Professional collaboration – Management, educators and staff work with mutual respect collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
- 6.2 Collaborative partnerships – Collaborative partnerships enhance children's inclusion, learning and wellbeing.
- 6.2.3 Community engagement – The service builds relationships and engages with its community.



- 7.1.1 Service philosophy – A statement of philosophy guides all aspects of the service's operations.
- 7.2 Leadership – Effective leadership builds and promotes a positive organisational culture and professional learning community.
- 7.2.1 Continuous improvement – There is an effective self-assessment and quality improvement process in place.
- 7.2.3 Development of professionals – Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

Early Childhood Australia – Research in Practice Series

National Health and Medical Research Council

Related Policies

Curriculum Guide

Confidentiality and Record Keeping

Signatory

• **Signed:** 

• **Date: 14 June 2022**

