

SECTION 3: CURRICULUM - PROGRAMMING

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3.0 CURRICULUM - PROGRAMMING

3.1 PROGRAMMING POLICY

The CELC aim is to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning through the implementation of a balanced program.¹

The program incorporates the influences of Reggio Emilia and is inclusive of other contemporary and traditional theorists. It is reflective of each child's strengths, needs and interests. Stimulating, interesting and exciting learning activities that provide opportunities for children to play, explore and develop will be implemented. Children, families and educators will work in partnership to ensure the program is inclusive of children's needs.

The curriculum will reflect the principles, practices and outcomes of the Early Years Learning Framework (EYLF) for Australia acknowledging that each child will have a strong sense of identity, will be connected with and contribute to their world, will have a strong sense of well-being, will be a confident learner and an effective communicator.²

3.1.1 Professional Responsibilities of CELC Educators

Educators are required to:

- Attend staff meetings and professional development programs where information and discussions among early childhood professionals relate to current pedagogy and practice.
- Share information with fellow staff members when attending outsourced training, and communicate this information with the CELC community.
- Work as part of a team to share, acknowledge and implement ideas and suggestions.
- Use verbal or written communication about their thoughts or concerns about the development of the curriculum and activities programmed.
- Evaluate the learning environment by assessing their practice against the goals and ideals outlined in the CELC Our Child Our Learner profile, Early Years Learning Framework and National Quality Standards and the daily operations of the CELC.
- Follow the understanding of 'teachers as researcher' through ongoing reflective practices and documentation
- Guide each child to engage with and celebrate evangelisation and the teachings of Christ.
- Be responsible for the development of programs, which cater for each individual child and their current knowledge, ideas, culture, abilities and interests.
- Document and display written programs which encourage parents/carers and children to actively incorporate their input via feedback and suggestions.
- Use allocated time to fulfill programming, documentation and professional development responsibilities.
- Engage in professional reading, research and discussion of current best practice with colleagues.

¹ ACECQA National Quality Standard: Quality Area 1, p19

² *Education and Care Services National Regulations*, Clause 73(2)(a-e), p.51.

- Regularly talk to parents/carers regarding their child's current interests and abilities, daily routines, social interactions and activities which may influence the direction of the program.
- Encourage children to be actively involved in the planning, decision-making, implementation and evaluation of the daily program.
- Incorporate flexibility into the program to allow for spontaneity and enjoyment in the CELC.
- Support the children to acquire self-help skills in preparation for the transition to school.
- Work in collaborative partnerships with professionals, including intervention support workers and school community leaders to establish continuity of learning and effective transitions to formal schooling.⁴
- Ensure that the program is evaluated by all educators, through an on-going process of critical reflection and reflective practice to ensure it is meeting the needs of individual children and the families in the CELC.
- Liaise with support agencies according to need.

3.1.2 Teaching strategies in the Implementation of the Program

- Facilitate the child's learning through intentional teaching that is responsive to the children, building on their knowledge and using their input to the program whenever possible.³
- Co-construct ideas throughout the implementation of the program.
- Document the learning as it occurs, how it occurs.
- View the environment as the "third teacher" with resources and ideas which provoke children's thinking and encourage social discussion to enhance children's interests and understandings of their world.
- Be a role model.
- Provide experiences based on observation and documentation that challenge children's thinking and learning.
- Engage in meaningful interactions with children, scaffolding their learning and encouraging them to reach their full potential.

3.1.3 Reflective Foundations of the CELC Educator

Reflective practice involves deep thinking and questioning on ideas, thoughts and values about how staff engage with children in planned and spontaneous activities; what was the purpose of the planned activity; was this achieved and how; what could happen next – why and how; how did the staff member feel about their participation – the language they used, how children were or were not included; and more⁴.

Educators are encouraged to:-

- Engage in Intentional teaching that requires reflection about daily practices before and after planned and incidental activities.⁴
- Engage in Reflective practice as influenced by the philosophy of Reggio Emilia, as part of the program planning and evaluation process of the CELC. It may also form part of the agenda for staff meetings, and be included as part of the child's documentation.⁴

³ Department of Education, Employment and Workplace Relations (2009), *Belonging Being & Becoming, The Early Years Learning Framework for Australia*, p. 15.

⁴ Cartmel, J. (2011), 'Techniques for facilitating reflection' in *reflections*, Winter 2011, Issue 43, Gowrie Australia, p. 13.

3.1.4 The Learning Environment

Our view of the environment as the third teacher will:-

- Reflect the cultural diversity and philosophy of the families of the local and wider community.
- Consider individual and group interests, strengths, skills, talents and abilities.
- Allow children to freely select experiences and materials of their choice allowing children to explore, experiment, predict, achieve and take risks in their learning.
- Include resources and equipment that are appropriate to the developmental levels of the children.
- Provide an enriching inclusive environment that promotes a child's sense of exploration and wonder in their world.
- Include natural resources and elements as part of the learning environment.
- Provide opportunities that will enhance children's independence, self-expression and self-direction.
- Provide opportunities that will enhance the development of friendships and encourage co-operative and responsible behaviour among children.
- Provide an environment that promotes the child's sense of agency, through enabling them to make choices and decisions, and to have an active voice in what happens at the CELC.
- Support children to develop respect for themselves, their community and their environment.

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DATE	WHO WAS INVOLVED
August 2013; March 2014; March 2015; March 2016	Catholic Education Diocese of Parramatta: CEDP, CELC Directors, CELC staff, consultants and parents/carers
NEXT REVIEW DATE: enter next review date	July 2017

3.2 PROGRAM DOCUMENTATION

3.2.1 Aim

The program documentation will be used to provide a daily and ongoing framework for the educational program and learning outcomes for the children attending the CELC. CELC educators will be able to use this documentation to review and build on for future program planning⁵.

3.2.2 Programming documentation may include

- An assessment of each child’s strengths, interest, experiences and participation on the program and an assessment of how the child is progressing against the program outcomes⁵.
- Documented links to the Early Years Learning Framework and “Our Child Our Learner” profile and other relevant references.
- Program planning and evaluation for each child.
- Reflections on children’s learning and development.
- The children’s voice, for example: work samples, quotes, photos, stories, and structures.

3.2.3 CELC Educators Responsibilities

- Program documentation is recorded in a format that can be easily understood by all CELC educators and parents/carers using the service.⁶
- Copies of the program will be displayed on the CELC premises.
- Provide Parents/Carers, and children, with the opportunity to reflect, comment and contribute to the program either in writing or through discussion.
- Parents/Carers are provided with access to and copies of their child’s documentation program as it relates to their child.⁷

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⁵ Education and Care Services National Regulations (2011) Clause 74(1)(a)(i-ii), p.51.

⁶ Education and Care Services National Regulations (2011) Clause 75(a), p.52.

⁷ Education and Care Services National Regulations (2011) Clause 76(a-c), p. 52.

3.3 PARENTS/CARERS PARTICIPATION IN THE DEVELOPMENT OF THE CELC PROGRAM

“Learning outcomes are most likely to be achieved when early childhood educators work in partnership with families....Partnerships are based on the foundations of understanding each other’s expectations and attitudes, and building on the strengths of each other’s knowledge.” Early Years Learning Framework, p12.

3.3.1 Aim

The CELC will aim to provide an opportunity for parents/carers, families, staff and the wider community to be involved in the development and implementation of CELC programs.

The CELC is aware of how important parents/carers, families, staff and the wider community are to the development and implementation of the CELC’s curriculum. Families bring a variety of qualities, social and cultural influences into the CELC which is a valued resource to the provision of the programming.

3.3.2 Ways in which parents/carers/families can be involved are

- Engage in reciprocal exchanges of information with educators about their child’s strengths, needs and interests through regular informal conversations, formal parent- teacher meetings, reflection, revision and contributions to their child’s portfolios.
- Short term and long term goals they would like to see their child achieve in the year and throughout their time at the CELC, through the enrolment procedure initially and then through parent-carer/teacher meetings.
- Attend education evenings to discuss information about the programming philosophy.
- Through extra curricula activities include special events and celebrations such as such, picnics, concerts, P&F meetings, fundraising, sharing their culture and grandparents week etc.
- Spending time at the CELC to share ideas and skills.

3.3.3 Responsibilities of CELC Educators

CELC educators have a responsibility to ensure that parents/carers are informed of best practice as it relates to early childhood learning environments. CELC educators are committed to communicate their current early childhood pedagogy with parents/carers by:

- Creating a reciprocal parent/carers and teacher partnership, where information regarding the curriculum and early childhood practices can be discussed openly.
- Ensuring they keep up to date with industry changes and make families and the wider community aware of these changes. They will do this via verbal communication, newsletters, notice board etc.
- Meeting with parents/carers to inform them of the learning that the children are engaging in.
- Documenting children’s significant experiences as part of the reflection on the daily program.

References:

Department of Education, Employment and Workplace Relations (2009), *Belonging Being & Becoming, The Early Years Learning Framework for Australia*

Education and Care Services National Regulations (2011)

October 2009 Sourced: Children’s Services Regulation 2004, QIAS, NSW Curriculum Framework, *Belonging, Being, Becoming – Early Years Learning Framework for Australia*

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3.4 INCLUSION AND EQUITY POLICY

3.4.1 Aim

To encourage children's learning to their full potential and allow all children to recognise their capabilities and the capabilities of others, regardless of gender, race and ability.

3.4.2 CELC Responsibilities

The CELC recognises that every child, family and staff member has a right to access early childhood services which supports their culture, identity, ability, gender and their community.

- All experiences and interactions in the CELC will be considerate of the cultural and linguistic diversity of the families within the community and of the differing levels of abilities. Children will be encouraged to explore and share a range of activities and experiences in an environment free from prejudice and harassment.
- In consultation with parents, colleagues and external support services, children with languages other than English are supported with resources and experiences that incorporate their cultural heritage, and develop and extend their languages and concept development.
- Children's use and development of their home language is acknowledged as critical to establishing and maintaining a connection between the family's culture and the culture of the CELC.

3.4.3 CELC Educators Role

- Explore scriptures and other stories to provide models of inclusion.
- Encourage children's natural curiosity in questioning difference, gender roles and diversity. Their questions and curiosities are responded to with accuracy and communicated at the comprehension level of the child.
- Encourage children to recognise and challenge bias and inequalities by identifying when an individual is being treated unfairly. Children are encouraged to offer ideas and suggestions to rectify the unjust treatment of peers.
- Provide resources that depict the diversity of contemporary cultures and roles in Australia avoiding stereotyping of abilities, ethnocentric attitudes, gender bias and cultural dominance.
- Engage in professional development that enables them to examine their own values and assumptions in relation to race, culture, class, sexuality and gender and the impact these may have on their practice.
- Provide children with accurate, developmentally appropriate information about their own and other cultures and abilities.
- Encourage critical thinking in children when exploring diversity, gender and cultural stereotypes.
- Recognise teachable moments and the value of spontaneous learning opportunities to promote the value of diversity, difference and inclusion.
- Recognise positive intervention as necessary to ensure that bias towards abilities, gender or cultural background is identified and challenged in positive ways.
- Encourage all children to develop friendships with each other based on mutual trust.

- Intervene to teach children and each other how to advocate for justice and equity.
- Involve parents in the planning for their children by providing culturally relevant items for their child e.g. samples of home language.
- Encourage parents to share ideas and skills according their cultural background.
- Role model anti-bias philosophy which includes the reciprocal exchange of respect.
- Ensure that all children and families are provided with opportunities to interact with experiences that will develop and extend their talents.

References:

Department of Education, Employment and Workplace Relations (2009), *Belonging Being & Becoming, The Early Years Learning Framework for Australia.*

Early Childhood Australia *Code of Ethics*

Education and Care Services National Regulations (2011)

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3.5 CELC TECHNOLOGY POLICY

3.5.1 Aim

Children learn best through hands-on manipulation of learning materials and enquiry based research. In recognition of the active construction of knowledge, the CELC will implement a learning curriculum that incorporates the use of new interactive technologies as an opportunity to support and encourage the meaningful connections children make between their knowledge of the world, and their active participation in the construction of future knowledge.

3.5.2 Interacting with Technologies

The CELC will create opportunities to interact with technologies which will develop and extend children's knowledge and skill Those technologies could include:

- computers (desktop or laptop)
- iPads (or other tablet-like devices)
- iPods (or other music players)
- televisions for educational applications
- audio recorders
- cameras
- software
- internet access

3.5.3 CELC Educators Use of Technology in Programming

CELC Educators will incorporate the use of Technology in Programming which may include:

- Using technology as a tool to motivate children's enquiries and to extend children's current knowledge, ideas, culture, abilities and interests.⁸
- Assisting children to build foundational literacy and numeracy skills.
- Raising awareness of diverse technologies and their uses in education that will establish confidence in the use of technologies for future schooling.
- Encouraging participation in activities which develop their confidence and skills in the use of various technologies.
- Encouraging and engaging in activities which emphasise the cooperative, collaborative and social aspects of technology.
- Using innovative and creative technologies to support and enhance children's learning while recognising the diverse learning styles of children within a community of learners.

3.5.4 CELC Staff Technology Responsibilities

- Be involved in the choice of and be familiar with the various technologies available at the CELC.
- Educators will be made aware of the basic guidelines and CEDP policy about the safe and appropriate use of technology.

⁸ NSW Department of Education and Training (2010) Audio-Visual Material in Schools-Procedure for use.

- Are aware of national recommendations for screen time and implement those recommendations through appropriate teaching strategies including monitoring usage and supervision.
- Educators will be allocated time each week to fulfill the task of incorporating the use of specific technologies to support the program. Educators' suggestions and ideas will be considered by the CELC Director.
- The educator should give particular consideration to the suitability of the material to support learning programs for children aged 3 to 5 years.
- Use Internet filters to block inappropriate sites, explicit texts, and explicit images. CELC staff can download a free filter at www.netalert.gov.au ⁹or alternatively, Google "SafeSearch". These filters are approved by the Australian Government.
- Images and videos of children are used only by the CELC. Use of images or videos for promotional purposes will only be done with family consent.
- Participate in Professional Development activities about the use of technologies.
- Provide a safe and secure environment for use of these technologies.
- Inform and educate families, staff, children and the wider community about the appropriate use of technology in the CELC.

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⁹ NSW Commonwealth of Australia: Cyber Smart. www.cybersmart.gov.au

3.6 CHILDREN'S BELONGINGS

3.6.1 CELC Procedures and Guidelines to support the provision of a sharing and cooperative environment

- Parents/Carers may be asked from time to time to share some of their child's interests according to culture and tradition and this may involve sharing of a child's special item/s. In this case they will be looked after and shared carefully with the group.
- Children are encouraged to take responsibility for their own belongings. At the end of the day, if an item is missing, it is the parent's/carer's responsibility to locate the missing item.
- If a parent/carer arrives to collect their child, and your child's toy is missing, then it is up to the parent/carer to look for it. The staff have other priorities that they need to attend to and cannot leave the children unsupervised.
- Items of clothing should all be labelled with the child's name.
- Each child should have a bag containing a change of clothes.
- Drink bottles and other food containers should also be clearly labelled.
- Lost items of clothing will be placed in the lost property basket.

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3.7 SLEEP AND REST POLICY

3.7.1 Aim

In recognition of children's wellbeing, CELC educators will give particular attention to the individual needs of children, will provide a range of active and restful periods throughout the day and encourage the children's decision making with regard to their participation in these experiences.

3.7.2 CELC Procedures and Guidelines in Relation to Sleep Policy

CELC educators will offer:

- Quiet activities to allow children to relax and give their bodies a rest.
- Children the opportunity to participate in productive sedentary activities in order to promote their wellbeing.
- Sleep and rest periods based on consultations with families with regard to the age of the child, as well as developmental and individual needs.

3.7.3 The Environment

- Calm music will be played to help children relax during rest periods of the day.
- The room temperature will be set at a comfortable level.
- Lights will be dimmed or turned off and blinds drawn.
- Children will be placed head to toe and 30cm apart to prevent cross contamination.
- Children will be supervised at all times during relaxation activities/sleep.
- Each bed will be disinfected as required.

3.7.4 If the child falls asleep and the parents/carers have requested they not sleep

- Parents/Carers request for their child not to sleep will be respected, however, a rest time will be offered.
- A staff member will gently waken the child after around 45 minutes.
- If wakening efforts are unsuccessful two (2) times the child will sleep until they are woken in their own time.

References:

Australian Children's Education and Care Quality Authority (2011) Guide to the National Quality Standards. Quality Area 2, Element 2.1.2.

Education and Care Services National Regulations (2011) Clause 81(1-3).

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3.8 PHYSICAL ACTIVITY POLICY

3.8.1 Aim

This policy seeks to promote children's physical activity and the development of their gross motor and fundamental movement skills through a range of planned and spontaneous physically active play experiences.

The Catholic Early Learning Centres (CELC) adopt recommendations made by the Australian Government Department of Health and Ageing in promoting children's physical activity. The CELC recognises the following important functions of physical activity for young children:

- Promotion of healthy growth and development;
- Building strong bones and muscles;
- Improving balance, coordination, flexibility, posture and strength;
- Assisting with the development of gross motor and fine motor skills;
- Providing the opportunity to develop fundamental movement skills;
- Improving concentration and thinking skills;
- Improving confidence and self-esteem;
- Relieving stress and promotes relaxation;
- Providing opportunities to develop social skills and make friends;
- Helping to achieve and maintain a healthy weight.

The educators and staff endeavour to implement the key physical activity messages within *Munch and Move* and promote the *National Physical Activity Recommendations for Children Birth to 5 years*¹⁰.

3.8.2 The CELC Educators Responsibilities

The educators and staff recognise the importance of supporting families to promote their children's physical activity by:

- promoting children's participation in a range of safe, physically active learning experiences;
- providing a positive physically active environment which reflects culture and family values;
- limiting time spent in sedentary behaviours whilst at the CELC;
- encouraging communication with families about physical activity, gross motor skills, development, fundamental movement skills development and limiting sedentary behaviour.

Note: Physically active learning experiences include planned play (eg, action games/songs, intentional teaching experiences), spontaneous 'free' play (eg, child initiated, active play in the playground, dancing to music) intentional teaching experiences and everyday physical tasks (eg helping with gardening, setting up experiences, tidying up spaces).

¹⁰ These recommendations were developed in 2009 by child health and early childhood professionals in collaboration with the Australian Government Department of Health and Ageing. The Recommendations are listed in the *Get Up & Grow* resources and in the *Munch and Move* Resource Manual.

3.8.3 CELC Guidelines

- Provide the opportunity for children to be active every day through a balance of planned and spontaneous physically active learning experiences (including everyday physical tasks), in the indoor and outdoor environments.
- Plan daily intentional Fundamental Movement Skills (FMS) experiences to support children's physical activity and their FMS development. This includes the planning of FMS experiences for preschool aged children that consists of a warm-up, FMS game and a cool-down.
- Foster the development of a range of FMS - including running, galloping, hopping, jumping, leaping, side-sliding, throwing, catching, striking, kicking, underarm rolling and stationary dribbling.
- Ensure physically active experiences are play based, varied, creative, develop mentally appropriate and cater to a range of abilities and interests.
- Ensure all physically active experiences are safe by providing an appropriate environment - ensuring all equipment is developmentally appropriate and well maintained and supervision is constant.
- Provide the space, time and resources for children to revisit and practice movement skills and engage in active play.
- Where practical, educators will involve children in the planning of physically active experiences.
- Encourage children and educators to drink water before, during and after physically active experiences.
- Provide opportunities for educators to undertake regular professional development to maintain and enhance their knowledge about early childhood physical activity.
- Provide instruction, constructive feedback and positive reinforcement to children to assist them in developing and refining their FMS.
- Offer inclusive physical activity opportunities which cater for children from culturally and linguistically diverse backgrounds and for those children with additional needs.
- Adopt a participatory approach to physically active experiences offered to children and emphasise fun and participation rather than competition.
- Encourage children to be accepting of the different physical skills and abilities of other children.
- Encourage educators to actively role model to children appropriate physical activity behaviours and enjoyment of being physically active.
- Limit the amount of time children spend sitting and watching television and using electronic media (DVDs, computer and other electronic games) to less than 30 minutes per day at the service, if at all.
- Ensure that children are not sedentary, restrained, or kept inactive, for more than one hour at a time, with the exception of sleeping.
- Limit experiences involving small screen use to those which have an educational component, including movement.
- In accordance with the national recommendations, monitor all sedentary behaviours that children may be engaging in at the service and encourage the promotion of physical activity as necessary.

3.8.4 CELC and Family Partnerships

- Provide a copy of the *Physical Activity Policy* to all families during orientation to the service.
- Request that any details of children’s additional needs in relation to physical activity participation be provided to the service.
- Encourage families to share with the CELC the links between cultural backgrounds and physical activity.
- Invite and engage families and the wider community to participate in promoting physical activity with the children.
- Communicate regularly with families and provide information and support on physical activity, gross motor skills development, FMS development, everyday physical tasks, active transport and limiting small screen recreation and sedentary behaviour. This information may be provided to families in a variety of ways including newsletters, media links, noticeboards, during orientation, information sessions and informal discussion.

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3.9 ROAD SAFETY POLICY

3.9.1 Aim

To inform and educate families, staff, children and the wider community about the importance of road safety.

3.9.2 CELC Responsibilities and Guidelines in Support of the Road Safety Policy

- Inform families, children and the community about road safety messages through posters, brochures, and information in the newsletters.
- Provide current information on road safety in the forms of pamphlets, stickers, and signs.
- Invite the RTA Professionals and/or Police to speak to the children and parents/carers on road safety.
- Provide *Kids and Traffic* resources that parents/carers can access e.g. "Seatbelts Without Tears" video and story books found in *Kids and Traffic* Resource Kit. See <http://www.kidsandtraffic.mq.edu.au/> (accessed 19 November 2014) for these resources.

3.9.3 Responsibilities and Guidelines for CELC educators

- Provide ongoing road safety education to the children through their programs.
- Be aware of their position as role models.
- Keep up to date with road safety education.
- Work in partnership with all the families so that children receive consistent messages of road safety.
- Access road safety professional development sessions and or resources to ensure educator's knowledge and practices reflect current road safety education pedagogy.
- Be aware of, and follow, signs around the CELC and grounds.

3.9.4 CELC Program to Promote Road Safety

- Provide a variety of learning experiences related to Road Safety.
- Learn how to be a safe passenger and pedestrian.
- Learn what is deemed as safe play when near or around roads.
- Teach children to always wear a helmet when using a bike, scooter etc.
- Remind parents/carers about road safety issues such as holding hands, wearing seatbelts, and other information gained from the RTA.

3.9.5 Responsibilities and Guidelines for Families

- Work in partnership with the staff in educating the children on road safety.
- Be role models for their children when at the CELC and in the CELC's ground and its adjoining areas.

- Be aware of, and follow, signs around the CELC and grounds about holding hands, shutting the gate and driving at a maximum speed of 5 km/h when in and around driveways and access points and high traffic areas of the CELC.
- Access information about child restraints appropriate to the child's age.

References:

Contact details for Kids and Traffic can be found at <http://www.kidsandtraffic.mq.edu.au/> (accessed 19 November, 2014).
Sourced: Children's Services Regulation 2004, QIAS, Early Childhood Road Safety Education Information Sheet, RTA

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3.10 EXCURSION AND CELC VISIT POLICY

3.10.1 Aim

To provide opportunities for children to experience and explore the environment outside of the CELC, maintaining safety and supervision at all times and include excursions and incursions as an extension of the educational program.

The CELC will consult parents/carers regarding activity ideas and encourage them to participate.

Definitions:

Excursion means an outing organised by an education and care service or family day care educator, but does not include an outing organised by an education and care service provided on a school site if:

- (a) the child or children leave the education and care service premises in the company of an educator; and
- (b) the child or children do not leave the school site.

Regular Outing: When a service is provided at a school site, it is not considered an excursion if the child or children leave the education and care premises accompanied by an educator but do not leave the school site. For example, if a preschool group visits the library within their local primary school site, it is not considered an excursion or regular outing.

(Guide to National Law and National Regulations, p70)

3.10.2 Excursions

Prior to any excursions a risk assessment will be conducted that identifies and assesses all reasonable risks regarding child safety, health or wellbeing associated with the event. The risk assessment will also outline how these risks will be managed and/or minimised. The risk assessment will include:

- The proposed route and destination for the excursion.
- Any water hazards and risks associated with water based activities.
- The method of transport.
- The number of adults and children involved in the excursion.
- Given the risk/s posed, the number of educators or other responsible adults that is appropriate to provide supervision and whether any specialised skills are required to ensure children's safety.
- The proposed activities.
- The likely length of time of the excursion.
- The items that should be taken on the excursion.¹¹
- The Catholic Early Learning Centres (CELCs) will use the 'Excursion risk management plan' provided on p. 172-174 of the Guide to the National Law and National Regulations (1 January, 2012).

Prior to organising any excursions approval from the Head of Early Learning and Care is required in writing. The request will accompany the risk assessment and reason for excursion, travel arrangements (if applicable) and confirmation of the proposed educator: child ratios / supervision.

¹¹ *Education and Care Services National Regulations* (2011) Clause 101(2)(a-i).

3.10.3 Authorisation and Notification

- No child will be taken outside the CELC without the parent's/carer's written permission.
- A minimum of one week's notice for an incursion or excursion involving transport or additional cost will be given to the parent/carer.

3.10.4 Permission Form

The ACECQA Excursion Permission form has been adopted by the CELCs for Parents / Carers and it is to be completed for each specific excursion indicating:

- The child's name;
- the reason the child is being taken outside the premises or involved in the excursion;
- date of the excursion unless the authorisation relates to a regular outing;
- description of the destination;
- the method of transport;
- the proposed activities to be undertaken on the excursion;
- the period of time the child will be away from the CELC. Time of departure, arrival to destination, departure from destination and arrival back at the CELC;
- number of children proposed to go on the excursion;
- the proposed educator: child ratio for the excursion;
- the number of staff members and volunteers who will accompany and supervise the excursion;
- that a risk assessment has been conducted for this excursion, and is available for viewing at the CELC.;
- cost associated with the outing;
- emergency contact numbers of all CELC educators attending;
- the name of the person with first aid qualifications who will accompany the children on the excursion;
- clothing needs of children;
- parent's/carer's name and signature.

3.10.5 Transportation (if applicable)

- Any motor vehicle that is used to transport children will be fitted with child restraints approved by the Roads and Traffic Authority.
- Particular attention will be made to assist children when boarding or alighting from transport and when walking near crowded areas and roads.
- Any motor vehicle that is used is to comply with the insurance, regulations and child protection protocols.

3.10.6 Educator Ratios and Supervision Statement and Procedures

The Education and Care Services National Regulations (2011) (NSW) do not specify an increase in educator to child ratios for conducting an excursion, but there is a requirement to adequately supervise children at all times.

The following educator ratios and supervision requirements will be implemented:

- The staff/child ratios for an excursion involving the use of public transport or crossing a major roads is 1:4 for children who are over the age of 3. This will be strictly adhered to with consideration given to peak traffic times and safe crossing zones.
- If the excursion does not involve crossing a major road the ratio is 1:5 for children who are over the age of 3.
- A delegated supervisor will be appointed and will have overall responsibility for the excursion.
- It is the responsibility of the Supervisor to maintain head counts and take a roll call at appropriate times.
- For external excursions all children will carry an identification badge indicating the CELC they are from, address and contact numbers. Under no circumstances should children have their name on badges.

3.10.7 Information Required For an Excursion

- A list of all the children on the excursion a copy taken and a copy left at the CELC.
- A list of all relevant and emergency contact numbers to be readily accessible to all staff.
- A fully stocked first aid kit.
- Spare drinking water.
- The CELC emergency, accidents and illness, medication and sun protection policies will be implemented on the excursion.
- All children will be instructed regarding behaviour on the excursion and what to do if they are separated from the group.
- A notification to be placed on the door of the CELC in the event that all staff and children are attending the excursion and the CELC will be unattended. The CELC Director's supervisor in the Catholic Education Office must be notified if the CELC is going to be unoccupied for the day.
- A risk assessment must be completed prior to the excursion taking place to identify all risks and hazards which may occur as a part of the WH&S guidelines for Catholic Education Office.

3.10.8 Incursions

- The CELC will implement an "Incursion Program", where all children can be involved. The program is implemented according to the children's interests and focus in the program on a particular area.
- The incursion program will be reflective of resources from the wider community and may involve talented and creative parents/carers who would like to contribute. Families are welcome to participate in an incursion on a day that their children does not attend, where appropriate.
- Permission notices will be sent home to families at least one week prior to the incursion including all details of the activity. Details will include cost, parent/carer participation, time, activity, purpose.

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3.11 TRANSITION TO SCHOOL POLICY

3.11.1 Aim

CELC educators and local parish schools will work in collaboration with families to help facilitate a smooth, efficient and effective transition to formal schooling for children.

3.11.2 Transition to School Program

The Transition to School Program will be provided to:

- Establish positive relationships between children, parents and educators both at the CELC and parish school as the foundation on which effective school transitions are built and maintained.
- Enhance children's social and emotional wellbeing - children who feel good about themselves and their ability to learn have confidence in new situations.
- Help children to recognise and express their feelings about moving to this new environment.
- Provide parents with ideas to support school readiness skills at home.
- Enhance language and development - young children learn language best from meaningful interest-based experiences.

3.11.3 Supporting Children to Transition Smoothly to Formal Schooling

To support children to transition smoothly to a school environment, CELC Educators will endeavour to:

- Provide opportunities to become familiar with the school routine and environment to help alleviate children's fears.
- Discuss all of the aspects of a school day with the children, using books, pictures, dramatic play etc.
- Prepare social stories depicting the school environment, classroom teachers and the basic routine of the Kindergarten classroom to develop the children's understanding of what is expected of them at school.
- Encourage children to develop name recognition and the ability to write their name through routine experiences, such as labelling their art work.
- Provide opportunities for children to engage in small and large group experiences to develop listening and turn taking skills in preparation for being a member of a Kindergarten class.
- Encourage children to listen to directions and to follow 2-3 step directions, through play based and routine experiences.
- Support children to develop appropriate negotiation and conflict resolution skills through role play, modelling phrases, discussions etc.
- Provide opportunities for children to develop confidence in sharing their thoughts/ideas with teachers and peers, e.g. news times, group discussions etc.
- Encourage independence and self-help skills, such as putting on shoes and socks and putting away lunch boxes, throughout all play experiences and routine activities.
- Engage children in functional, play-based Early Literacy experiences to develop pre-reading and pre-writing abilities.

- Engage children in functional, play-based Early Numeracy experiences (concepts of size, weight, height, counting, patterning etc.) and use correct mathematical language to develop their vocabulary and knowledge.
- Provide families with information about school readiness indicators and what they can do to support their child to be ready for school.
- Be available for meetings or discussions with families about their child's readiness for school.
- Hold a School Readiness Information meeting for families, where a member of the school community will be invited to share the school's view on essential skills to begin school and how families can help their child to prepare for the transition.
- Liaise with school Special Education and classroom teachers, if needed, to ensure a smooth transition for children with additional needs.
- Invite students from older grades to work with the preschool children on particular projects.
- Provide the school with insight into programs, routines and experiences that the children are involved in at the CELC.
- Approach the school about participation in school events, social and religious celebrations. For example: book week, school concerts/assemblies and school Mass.

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3.12 BEHAVIOUR GUIDANCE POLICY

3.12.1 Aim

To implement positive behaviour management which enables children to express themselves and their opinions, participate in experiences that foster self-reliance and self-esteem, maintains the dignity and rights of the child, provides positive guidance and encouragement towards acceptable behaviour and is responsive to the individual, cultural and social needs of the child and family.

3.12.2 CELC Responsibilities to Promote Behaviour Guidance

- The CELC will provide families with support and information regarding acceptable behaviour and the use of positive language.
- Children are encouraged to participate in cooperative activities, experiences and events and are assisted in recognising their feelings.
- The CELC will introduce different techniques and strategies for the children and parents/carers to express their feelings.
- Staff will set clear expectations and limits for the child. Behaviour guidance is relative to the age and cognitive level of the individual child.
- Parents/Carers will be consulted by their child's teacher or Director of the CELC about their child's behaviour. Observations will be noted as examples. Parents/Carers and Director will discuss if any additional behaviour support is needed.

3.12.3 CELC Educators will

- Encourage children to express themselves and their opinions.¹²
- Promote respectful and equitable relationships with and between children.¹³
- Support and guide children in building and maintaining respectful and responsive relationships with children and educators.
- Guide children's behaviour by setting clear, consistent and fair limits of behaviour in the group. Give brief explanations so the child is aware of reasons for limits.
- Establish basic expectations and clear guidelines of acceptable behaviour will be established through consultation with staff, parents/carers and children.
- Implement rules that encourage respect for the dignity and rights of each child considering age, ability and cultural values, and help create a caring environment based on safety, order, and cleanliness.
- Use positive and respectful language at all times.
- Redirect children in situations where behavioural issues are happening.
- Help to recognise children's feelings and encourage conflict resolution skills.
- Always intervene, when concerned for other children's safety.
- Act professionally by being consistent and unbiased. Staff will be role models for the children.

¹² *Education and Care Services National Regulations* (2011) Clause 155(a-e).

¹³ Australian Children's Education and Care Quality Authority (2011) *Guide to the National Quality Standards*. Quality Area 5. Element 5.1 & 5.2.

- Have the opportunity to attend professional development training on behaviour management.
- Be supportive and comfort upset children.
- Provide activities and experiences so children have the knowledge and tools to be able to solve a problem.
- Use strategies, for example redirection and modelling, to assist children to develop problem solving, negotiation and conflict resolution skills.
- Acknowledge age-appropriate behaviour in the CELC.
- Notify parents/carers in the event their child has been injured by another child. Confidentiality will always be maintained. See Confidentiality Policy.
- If staff and management are concerned with particular aspects of a child's behaviour, they will ask for consent from parents/carers for intervention from other professionals.

3.12.4 What to do when a child inflicts harm on another

- Staff will attend to the child and assess the situation, and apply first aid where appropriate.
- Incident/Injury/Trauma/Illness form will be completed and parent/carer notified.

3.12.5 The following actions will take place

- Staff will make observations on the child's behaviour to outline the problem.
- In the case of children who bite others, staff will monitor and shadow the biter in the most common times the bites have occurred.
- Staff will encourage the development of other interests where appropriate.
- Behaviour situations will be reviewed. If incidents continue to occur and if harm is being inflicted on other children, an interview will be arranged for the parent/carer and Director to discuss further action.

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3.13 INCLUSION OF CHILDREN WITH ADDITIONAL NEEDS POLICY

3.13.1 Aim

To actively promote the inclusion of children with additional needs within the CELC environment, and take all reasonable measures to facilitate access to and inclusion in the full program offered at the CELC.

The CELC's aim is to offer equal opportunities to children with additional needs to maximise their potential and develop future success in learning.

3.13.2 CELC Responsibilities

- Prior to enrolment of a child with a diagnosed additional need, the CELC Director is required to contact the Head of Early Learning and Care, and the Head of Student Services to discuss the child's individual needs and CELC facilities for the successful integration of the child and family into the CELC community.
- The Director, parents/carers, staff and other agencies will discuss the child's position at the CELC, specifically how the CELC program and facilities will be able to meet the best interests and individual needs of the child.
- The staff will discuss with parents/carers the need for a specialist consultant from Catholic Education Office Student Services to observe the child and assist in the development of an individual education plan (IEP).
- Staff will ensure ALL children are treated equally at ALL times, accessibility and access to every area of the program will be provided regardless of children's ability.
- CELC Director will liaise with parents/carers, the Head of Student Services and the School Principal regarding the transition to school, if applicable.

CELC Director will be responsible for ensuring educators are implementing the IEP at the CELC. The IEP will identify:

1. The need for inclusion of external support agencies and access to resources to support learning and development on an ongoing basis.
2. The application for additional funding from relevant bodies to assist in employing support staff and purchase resources for use in the program if applicable.
3. Need for parental consent allowing the staff to discuss the child's progress and programming with other agencies involved in the care and education of the child.

3.13.3 CELC Educators Responsibilities

CELC educators must be aware that children of linguistically diverse backgrounds, communities and children with diagnosed developmental needs should be able to access the full range of learning opportunities provided by the CELC. CELC educators will:

- Work collaboratively with parents/carers to ensure that the child and family develop a sense of belonging and being within the CELC community.
- Access common phrases in diverse dialects to help in the smooth transition of children from culturally and linguistically diverse backgrounds.
- Implement the IEP within the CELC learning program.

3.13.4 The Program

The program will:

- Provide opportunities to engage in an orientation process prior to the child's intended enrolment date.
- Provide opportunities for active participation and social interaction with other children, adults and routines.
- Have regular reviews of progress in child developmental areas.
- Include liaison with additional services so that they become an integral part of the coordinated program offered to the children.
- Incorporate programs and activities into the CELC that support the work of outside organisations in meeting the needs of the child with additional needs.
- Cater for the diverse needs of children within the context of the families and their cultural values and backgrounds.

References:

October 2009 Sourced: Children's Services Regulation 2004, QIAS, Australian Early Childhood Association's Code of Ethics

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3.14 ENVIRONMENTAL SUSTAINABILITY POLICY

3.14.1 Aim

The Catholic Early Learning Centres are concerned about the continual impact of climate change and as such endeavour to reduce our impact on the environment for the sake of future generations.

Our goals are to:

- Promote respect for, and an appreciation of, the natural environment among all at the service.
- Foster children's capacity to understand and respect the natural environment, and the interdependence between people, plants, animals and the land.
- Develop positive attitudes and practices in relation to sustainable practices, which includes recycling, reusing and reducing rubbish.
- Participate in and promote current council sustainability programs for preschools and the community.

3.14.2 The Approved Provider and the Nominated Supervisor Responsibilities

The Approved Provider in collaboration with the Nominated Supervisor is responsible for:

- Working collaboratively with CELC staff to identify environmental strategies for implementation.
- Guide CELC Directors to allocate the necessary resources to implement environmental sustainability strategies identified for the service.
- Ensure all educators and staff are aware of their responsibilities under this Environmental Sustainability Policy.
- Ensure identified strategies are implemented at the CELC.
- Seek and apply for grants, where appropriate, to support the implementation of strategies within this policy.
- Recommend green and sustainable options for the service that reflect the guidelines of this policy.

3.14.3 CELC Educator and Staff Responsibilities

- Collaborating with educators, staff, parents/guardians, children and others at the service to identify environmental strategies for implementation.
- Providing families with information about environmentally sustainable practices e.g. through displays, fact sheets, local community resources, and by ensuring they have access to the Environmental Sustainability Policy.
- Implementing the identified strategies for which they have responsibility at the CELC.
- Using finite resources, including paper, energy, fuel and water as efficiently as possible.
- Ensuring environmental education and practices are embedded in the curriculum.
- Planning opportunities for children to connect with nature and the natural world at the service.

- Incorporating, where possible, celebrations of environmental awareness into the program e.g. National Tree Day, National Recycling Week, Clean Up Australia Day, and Walk to Work Day.
- Keeping up to date with current research, resources, and best practice through newsletters, journals and support agencies such as Environmental Education in Early Childhood and Small Green Steps.

3.14.4 Parents/Carers Responsibilities

- Following the strategies identified and outlined in the Environmental Sustainability Policy.
- Encourage their children to adopt environmentally sustainable practices at both the CELC and at home.

3.14.5 Legislation and Standards

Relevant legislation and standards include but are not limited to:-

- *Education and Care Services National Law Act 2010*
- *Education and Care Services National Regulations (2011)*
- *National Quality Standard, Quality Area 3: Physical Environment*
 - Standard 3.3: The service takes an active role in caring for its environment and contributes to a sustainable future.
 - Element 3.3.1: Sustainable practices are embedded in service operations.
 - Element 3.3.2: Children are supported to become environmentally responsible and show respect for the environment.

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