



Educational program and practice

Policy | NQS1



Policy Statement

At Goodstart educators plan, implement, document and evaluate educational programs that enhance the learning, development and well-being of all enrolled children their centres.

Goodstart educators take a planned, intentional and purposeful approach to developing their inquiry oriented, intentional and play-based educational programs. Educators make ongoing professional judgements when planning and delivering their educational program. These judgements are based on individual children's knowledge, understanding, development, skills, strengths, ideas, culture, abilities and interests.

At Goodstart both the educational program (curriculum) and educator practice (pedagogy) is informed by the Early Years Learning Framework (EYLF), the EYLF Planning Cycle or an approved learning framework. The educational program and practice should also reflect the centre's philosophy.

Educators also refer to Goodstart's 3 - 5 Outcomes Framework and the Birth to 3 Practice Framework when developing an educational program and educator practice. These frameworks clarify Goodstart's approach to professional practice and inform educators' daily teaching decisions. The frameworks align with, support and extend upon the National Quality Framework (NQS) and help educators to implement EYLF or an approved learning framework.

Educators understand the impact that the learning environments have upon children's learning, development and wellbeing. All aspects of the curriculum, including routines are organised and designed in a way to promote learning.

To maximise all children's learning educators, need to be culturally responsive and use relational (key educator relationships) and place-based pedagogies when developing educational programs which should be delivered in appropriate small groupings.

The rich connections and partnerships with children, families and centre community allow educators to have a deeper understanding of children's motivations and interests, enabling them to plan for children's learning more effectively.

At Goodstart all children have a voice and are viewed as decision makers in the centre. Educators promote each child's agency enabling them to make choices and decisions that are relevant in their world. Goodstart educators recognise children's interest in their world, their ability to engage with concepts of sustainability and their capacity to advocate and act for positive change.

Goodstart is committed to its social inclusion agenda to support the inclusion and participation of all children and their families to maximise children's outcomes, particularly children who are vulnerable.

Goodstart educational programs and practices value and respect Aboriginal and Torres Strait Islander cultures, identities and connections to community and country. Goodstart educators will embed Aboriginal and Torres Strait Islander perspectives within their philosophy, practices and educational programs to support and advance reconciliation. (ACECQA: 2022)

What does this policy apply to?

This policy relates to the National Quality Standard's Quality Area 1: Educational program and practice;

- QA1.1 The development of a curriculum that enhances each child's early learning, development and well-being.
- QA1.2 The development of pedagogy that facilitates each child's early learning, development and well-being.
- QA1.3 Curriculum and pedagogy is implemented in a planned and reflective way.

DOCUMENT NUMBER & TITLE		NQS1 Educational Program and Practice Policy	
CONTENT OWNER	Chief Children's Officer	DOCUMENT OWNER	Catherine Tisdell, National Lead Teaching and Learning Data and Policy
DATE PUBLISHED	24/02/2025	DOCUMENT VERSION	V9.0
		REVISION DUE DATE	28/02/2026

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- QA1.3 Documentation is displayed and provided to families about the curriculum. Individualised assessment of children's early learning, development and well-being are provided to families regularly.

It is Goodstart's policy, in compliance with NQS1, that;

All educators will engage in pedagogy that is:

- ▶ Based on a range of theoretical perspectives and evidence-informed practices.
- ▶ Planned, deliberate and intentional when making curriculum decisions.
- ▶ Informed by critical reflection to strengthen and continuously improve their pedagogy.
- ▶ Is responsive and inclusive to enhance and extend each child's learning, development and well-being.
- ▶ Demonstrating an understanding of foundational practice and the program is respectful of each child as unique, capable, able and competent learners.

All educators participate in critical reflection that:

- ▶ Is intentionally thoughtful and ongoing through the implementation of their educational program and afterwards for both individual children and groups of children's learning and development.
- ▶ Fosters ongoing learning, reflection and planning for continued improvement to the educational program and practice and to ensure best outcomes for children and families.
- ▶ Aids curriculum decision making that leads to action-taking to improve the planning process.
- ▶ Informs a culture of professional inquiry and ongoing learning to understand current teaching and learning perspectives to inform curriculum decision making.
- ▶ Through interchange with colleagues promotes professional dialogue, debate, challenge and growth.

All educators:

- ▶ Use assessment of, as and for children's learning to evaluate the implementation of plans. Educators consider how meaningful and effective the plans have been for children's learning development and wellbeing.
- ▶ Make visible to families, colleagues, children and other professionals' the documentation on their curriculum to make explicit both group and individual learning, development and well-being. This documentation is used as the basis for shared reflection, discussion and further curriculum planning.
- ▶ Engage families in professional conversations and communications about the curriculum and the assessment for, of and as learning for their child/ren.
- ▶ Work in partnerships with families, recognising the important role families have in their child/ren's life to support them to identify with and make meaning of themselves and their world.

Programming Time

Goodstart acknowledges that programming time for educators is critical to support the development of quality educational programs and there is an expectation that all educators will have access to their programming time, as centre needs dictate

Responsibilities

This procedure is to be implemented by: All Goodstart Staff.

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