

## EDUCATIONAL PROGRAM POLICY

Research accentuates that quality educational programs significantly influence children's development in all areas. We have the opportunity to provide a supportive learning environment and program, gaining inspiration from the children and families. Thoughtfully planned experiences and environments encourage the children to feel a sense of control over their actions, be curious and investigate, and explore their understanding of themselves, others, and the world around them.

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child's learning and development.
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.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
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.
1.3	Assessment and planning	Educators and coordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.



1.3.3	Information for families	Families are informed about the program and their child's progress.
-------	--------------------------	---

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about educational program to be kept available
76	Information about educational program to be given to parents
118	Educational leader
148	Educational leader
168	Education and care service must have policies and procedures
254	Declared approved learning frameworks

RELATED POLICIES

Code of Conduct Policy Environmental Responsibility Policy Excursion/Incursion Policy	Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy Professional Development Policy
---	--

PURPOSE

We aim to enhance children’s learning and development through the pedagogical practices of educators in a positive learning environment through which the five learning outcomes from the *Early Years Learning Framework (EYLF)* are supported and promoted. Educators will gather and interpret information about children as individuals to inform the preparation of the environment, and implement experiences that are engaging and meaningful, supporting children’s holistic development.

SCOPE

This policy applies to children, families, staff, and management of SMCELC.

IMPLEMENTATION

Under the Education and Care Services National Law and National Regulations, approved services are required to base their educational program on an approved learning framework. The program should



focus on addressing the developmental needs, interests, and previous experiences of each child. At SMCELC implement the National Quality Framework and our approach is underpinned by The Early Years Learning Framework and the National Quality Standards.

### SMCELC is committed to the Early Years Learning Framework (EYLF)

The approved learning frameworks include principles, practices and learning outcomes that guide the educational Coordinator, the educational leader and all educators in their curriculum decision making, and assist them in planning, delivering and evaluating and assessing high quality programs in our early childhood settings.

In compliance with the Early Years Learning Framework and National Regulations, the program will contribute to the following outcomes for each child:

- The child will have a strong sense of identity
- The child will be connected with and contribute to his or her world
- The child will have a strong sense of wellbeing
- The child will be a confident and involved learner, and
- The child will be an effective communicator.

### SMCELC promotes the Early Years Learning Framework through the following:

- Each child's learning will be consistently based on their interests and strengths and guided by educators.
- Educators must work in collaboration with families to collect information on each child and analyse what that information tells them about how to support the child's learning with relevant learning experiences to incorporate into the program.
- Every child will be equally valued, accepted and supported. Their achievements and learning will be celebrated.
- Educators recognise and respond to children achieving educational success. In response they challenge practices that contribute to inequalities and make curriculum decisions that promote inclusion and participation of all children. Children progress well when educators hold high expectations for their achievement in learning.
- Educators will observe and record the strengths and learning of each child.
- Educators will work closely with children and families to produce ideas for the curriculum.
- Learning Outcomes will be linked to the curriculum during and after each child's learning has been documented.
- The curriculum will be constructed based on the children's interests and ideas, educators extending children's interests with emergent experiences, and family contribution.
- Each child's play and learning experiences will be used to build learning profile to record their learning journey. This will include Learning Stories in the EDUCA app, observations, photographs



with captions and annotations, children's feedback and other documentation demonstrating strengths and development.

- The curriculum will be evaluated and reflected upon continuously by educators as part of the ongoing cycle of assessment and planning
- Where appropriate, SMCELC will liaise with external agencies and support persons to best educate and care for children with additional needs.

#### THE APPROVED PROVIDER WILL ENSURE:

- Appointing an Education Coordinator to oversee and review the Educational Program and Reflective Practice while supporting and mentoring the selected Educational Leader. Educational Coordinator ensures the program is critically reflected by all educators and is an ongoing, dynamic process that consistently aligns with SMCELC philosophy and theoretical perspectives.
- The education leader selected is supported to lead the development and implementation of the educational program and assessment and planning cycle within SMCELC
- The educational leader has the skills, knowledge and attributes to mentor and support educator's understanding of educational programming and practice
- the staff record includes the name of the person designated as the educational leader.

#### MANAGEMENT / NOMINATED SUPERVISOR / RESPONSIBLE PERSON/ EDUCATIONAL LEADER WILL:

- ensure that a suitable program based on the Early Years Learning Framework that is inclusive and delivered to all children.
- collaborate with educators and provide curriculum direction and guidance
- ensure all educators work as a team in decision making processes and preparing and/or implementing the curriculum which adheres to SMCELC philosophy
- develop collaborative relationships with families to achieve high quality outcomes for all children building on understandings of diversity, acceptance especially Aboriginal and Torres Strait Islander cultures
- ensure modifications are made in the environment for children with disability and additional needs. Management will make appropriate, professional referrals where necessary with family permission.
- ensure a conscious balance between indoor and outdoor experiences is planned for with large blocks of unstructured time for uninterrupted child-initiated play promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence and refinement of fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences.
- ensure key physical activity recommendations from *Munch and Move* are embedded into our curriculum
- support families through positive, respectful and reciprocal relationships through regular communication
- ensure the educational program is displayed in a place that is accessible to parents and families



- ensure a copy of the program is available at all times.

### EDUCATORS WILL:

Practice is informed by Critical Reflection:

- The Educational Coordinator, Educational Leader and all educators regularly reflect on their own educational practice individually and with each other. They will demonstrate the ability to implement changes to strengthen their practice over time.
- In SMCELC our educators reflect robust debates, discussions and opportunities for input by all. The educational program and everyday practice including routines are informed by critical thinking to maximise each child's learning and promote their sense of agency.
- collaborate with the educational leader for curriculum direction and guidance
- implement an ongoing cycle of planning, documenting and evaluating children's learning which will underpin the educational program and involve educators in critically thinking about what is achievable and why
- gather evidence of children's learning to ensure the educational program is responsive to the strengths, needs and interests of young children.
- ensure the curriculum reflects diversity and reflects the values and beliefs of children and families.
- take responsibility to be culturally competent and display positive attitudes towards cultural differences, respectfully acknowledge multiple cultural ways of knowing, seeing and being
- document children's experiences and their responses to the environment making children's learning visible to educators and families and promote shared learning and collaboration
- provide experiences that include both child-directed and teacher-directed learning catering for children's individual needs and interests and, are developmentally appropriate.
- ensure materials and equipment reflect the cultural diversity and family values that exists in our society
- intentionally promote learning about a child's culture, county and community through dance, music, language and dialect, stories, art and craft
- respond to children's emergent ideas and play and to use intentional teaching being purposeful and deliberate to scaffold and extend each child's learning
- provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising
- provide experiences that support and develop all developmental areas and curriculum areas including music, maths, and science
- plan and implement the intentional teaching of Fundamental Movement Skills (FMS) to support the physical development of children of all ages
- gather information from families upon enrolment regarding the child's needs, interests, and family backgrounds. This information is treated as confidential and allows educators to provide experiences that interest and extend children's current development. We feel that it is important to develop a partnership between parents and educators to ensure that consistency between home and SMCELC occurs and that the best possible care and education is provided.



- collaborate with children and families to support children’s learning
- ensure information about the child’s participation in the program is available for families
- ensure families receive a copy of children’s learning progress
- encourage communication with families about physical activity, gross motor, and fundamental movements skills development
- explore ideas and theories using imagination and creative play
- allow large blocks of uninterrupted time (free play) to allow children to develop their ideas and play
- use the learning outcomes to guide planning for children’s learning
- intentionally scaffold children’s understanding and learning
- provide children with ongoing encouragement and positive reinforcement
- provide opportunities for children to be active and engaged daily through a balance of planned and spontaneous experiences within the indoor and outdoor environment
- make use of spontaneous ‘teachable moments’ to extend children’s learning
- respond to children’s displays of learning dispositions by commenting and praising them and providing encouragement and additional ideas
- view children as active participants and decision makers, working with each child’s unique qualities and abilities
- further extend critical thinking skills through provocations
- plan realistic curriculum goals for children based on observation and assessment of individual needs and interests
- seek opportunities within the routine for spontaneous play and experiences
- ensure that all children’s experiences are recognised and valued with equitable access to resources and opportunities to demonstrate their learning
- use a variety of methods to assist reflection on children’s experiences, thinking, and learning
- ensure critical reflection clearly exams all aspects of events and experiences from different perspectives, identifying children’s learning, spontaneous play, teaching strategies, and changes that may be needed in the environment
- assist children to develop daily habits, understanding, and skills that support health and wellbeing

The program will provide a variety of developmentally appropriate experiences and materials that are selected to achieve the following goals:

- foster a positive self-concept
- develop and support social skills
- develop and support children’s cognitive skills such as the ability to think, reason, question, and experiment
- develop and support language development
- enhance physical development and skills
- support sound health, safety, personal hygiene, and nutritional practices
- support creative expression
- support respect for cultural diversity of staff and children



- support respect for gender diversity.

In SMCELC promotes and encourages the healthy development of children through the implementation of the Munch & Move Program (NSW Health initiative). This program supports the healthy development of children, birth to five years, by providing educators with the knowledge and skills to support physical activity, healthy eating and reduced screen time.

At SMCELC we aim to promote children’s participation in physical activity by:

- fostering children’s Fundamental Movement Skills (FMS) including, running, galloping, hopping, jumping, leaping, side-sliding, skipping, overarm throwing, catching, striking a stationary ball, kicking, underarm throwing and stationary dribbling through role modelling skills
- providing active play experiences that encourage children to explore, be creative, and challenge their development
- providing space, time, and resources for children to revisit and practice FMS and engage in active play
- providing opportunities for educators to attend professional development to enhance their skills and knowledge about the importance of physical activity for children.
- providing positive instruction, role modelling, and advice to children as they develop and improve their FMS
- working in collaboration with families and professionals to provide active experiences that are inclusive of all children

## SOURCE

Arthur, L, Beecher, B, Death, E, Dockett, S, & Farmer, S. (2017). *Programming and planning in early childhood settings (7<sup>th</sup> Ed.)*. North Ryde, Australia: Cengage Learning Australia.

Australian Children’s Education & Care Quality Authority. (2014).

Australian Government Department of Education, Skills and Employment. (2009) *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*.

Australian Government, Department of Education, Skills and Employment. (2013). *Get Up & Grow. Healthy Eating and Physical Activity for Early Childhood*.

Caplan, L, & Kyretses, S. (2014). *Programming with the early years learning framework*. Cragieburn, Victoria: Curriculum Kids.

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework. (2017). (Amended 2020).



Munch & Move: <https://www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx>

Revised National Quality Standard. (2018).





## PLANNING CYCLE GUIDE AND PROCEDURE

The Assessment and Planning Cycle is a requirement of the National Quality Standard (NQS). An educational program must be designed using an approved learning framework – Belonging, Being and Becoming: The Early Years Learning Framework (EYLF) and be child-centred. The program must also align to the National Quality Framework including National Quality Standards, Education and Care Services National Law and Regulations. An Educational Leader collaborates with educators to design, implement, and critically reflect on an educational program that supports children’s development learning and wellbeing. Thoughtfully planned experiences and environments encourage the children to feel a sense of control over their actions, be curious and investigate, and explore their understanding of themselves, others, and the world around them.

This procedure provides detailed steps for educators to follow when designing a child centred educational program to support and extend children’s development, learning and wellbeing.

*Education and Care Services National Law or Regulations (R. 73, 74, 75, 76, 118, 148, 168 and 254) NQS QA 1: Element 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2 and 1.3.3 Programming practices and procedures  
Related Policy: Educational Program Policy*



The Guide to the National Quality Framework, Quality Area 1 – *Educational Program and Practice*, identifies the Assessment and Planning Cycle as the ‘ongoing process used by educators to design programs that enhance and extend each child’s learning and development.’ (p.130).

The Assessment and Planning Cycle includes observation, analysing learning, planning, implementation and reflection. Documentation of the Planning Cycle occurs at all stages of the cycle and should be easily available to families. SMCELC aims to develop an Educational Program which is thoughtfully planned, meaningful, challenging and engaging for all children.

OBSERVATIONS	
<p>Observations encompass the skills of listening, questioning, reflecting and documenting children to build a rich picture of each child. Educators use a variety of strategies to collect, document, organise, synthesise and interpret the information they gather to assess children’s learning and plan for further learning and development.</p> <p>Whichever format you are implementing, (written templates, pro-forma, digital records, photo observations, learning stories) educators need to document the observation then analyse the experience looking for interests and potential growth.</p> <p>Ensure the observations are meaningful and more than just a description of what the child/ren is doing or have done. Documentation should be part of a meaningful pedagogical process you undertake to gain a deeper understanding of each child.</p> <p>Critical thinking is essential to making sense of observations. Asking critically reflective questions about what we observe assist educators to commit to continuing to develop their knowledge and skills in observing children.</p> <p>When documenting observations educators can consider:</p> <p><i>What should be the focus of attention?</i></p> <p><i>What is worth recording and how?</i></p> <p><i>How can observations be organised to be meaningful and contribute to the requirements of the NQS?</i></p> <p><i>How can I ensure this information is relevant to individual children and reflects the whole child?</i></p> <p>The use of digital apps may assist in sharing reflections and observations with families increasing their understanding of learning and making it easier for parents to share in decisions about their child’s further learning and wellbeing.</p>	
1	Educators will begin to collect information about each child from enrolment and during the orientation process from families to work in partnership to plan for each child’s learning and development.
2	Educators will gather key information through a variety of observations about each individual child on a continuous basis that builds educators knowledge about each child’s knowledge, strengths ideas, culture, ability and interests.
3	Educators will use a variety of methods to bring together information from families about each child’s family background, family culture and child’s community to be used when planning the program to support a child centred program
4	<b>Observation records</b> will record children’s developmental progress, connections and participation within the program. Observation records may be stored and shared electronically with families.



	See <i>Childcare Centre Desktop Observation Record - LDC &amp; FDC</i> and <i>Observation Record – OSHC</i>	
5	<p><b>Learning Stories:</b> A Learning Story is an observation method that records children’s learning and development. A Learning Story takes on a written narrative of an event or interaction and can easily be shared with families in ways that are meaningful and focused. Learning Stories can provide documentation of children’s knowledge, strengths, ideas, culture, abilities and interests.</p> <p>See <i>Childcare Centre Desktop Learning Story examples and templates</i></p>	
6	Observations and formal recording of children’s learning and development form a key aspect of the Assessment and Planning Cycle, A <i>Learning and Development Register</i> will be used to ensure all children are observed across the year.	
<b>EVALUATE LEARNING</b>		
<p>The Early Years Learning Framework identifies assessment for learning as ‘<i>the process of gathering and analysing information as evidence about what children know, can do and understand</i>’. (EYLF, p.19). Assessments and evaluations inform the educational program and form part of the ongoing assessment and planning cycle.</p> <p>Consider asking:</p> <ul style="list-style-type: none"> <li>• <i>What do I know about this child?</i> This may include considering a child’s:                             <ul style="list-style-type: none"> <li>○ current knowledge</li> <li>○ skills and abilities</li> <li>○ strengths and interests</li> <li>○ culture</li> </ul> </li> <li>• <i>What does this information tell me about what and how the child is learning?</i></li> <li>• <i>Where can this be found in my documentation?</i></li> <li>• <i>Do I address the ‘what’, ‘why’ and ‘how’ children are learning it?</i></li> <li>• <i>How does this link to the Approved Learning Framework?</i></li> </ul> <p>(ACECQA, 2019)</p>		
1	An <b>Evaluation of Learning</b> will be used to identify the learning that took place within the observation and assist with identifying goals for each child for further learning and development	
2	An <b>Evaluation of Learning</b> will guide future planning of experiences, activities, individual and group goals.	
3	The Educational Leader will provide mentorship to educators to ensure the educational program is developed using an analysis of each child’s knowledge, strengths, ideas, culture, abilities and interests.	
4	Our educators will document an assessment of children’s learning to determine what children know, can do and understand, this assessment of learning is to be shared with families	
5	An <b>Evaluation of Learning Summary</b> will be used to documented which records children’s strengths, learning and development that identifies each child’s progress in relation to learning outcomes from the approved learning framework (EYLF/MTOP)	



FUTURE PLANNING	
<p>Working in partnerships with children, families and other professionals, educators plan for children’s current and future learning and wellbeing. Educators need to identify children who may need additional support to achieve particular learning outcomes, reflect on pedagogy that will suit the context for children in the early years and school age contexts, communicate about children’s learning and progress and evaluate the effectiveness of learning opportunities, environments and experiences offered.</p> <p>The educational program documents children’s goals planned and unplanned experiences, environment changes, transitions and routines, family input and community events. Planned experiences provide an opportunity for educators to think about how their intentions for future learning and development can support children as capable, competent people with agency and the ability to make choices and decisions.</p> <p>The Early Years Learning Framework encourages educators to reflect upon different theories and perspectives to inform their approaches to children’s learning when developing an educational program. that can provide opportunities to gain new insights and make balanced changes to their pedagogical understanding and practice.</p> <p>Family input is documented within the educational program to strengthen connections and partnerships between educators, families and children. Families are encouraged to share information about their child that support educator’s understandings of each child and contribute to the development of individual goals that influence the educational program.</p> <p>When planning the educational program educators should consider:</p> <ul style="list-style-type: none"> <li>• <i>What are my intentions for furthering learning and development?</i></li> <li>• <i>What strategies and experiences will I provide?</i></li> <li>• <i>How do I design and plan learning experiences and learning environments?</i></li> <li>• <i>How is our program equitable in following children’s interests and needs?</i></li> <li>• <i>How do we decide on resources to support learning?</i></li> <li>• <i>Is the planning visible? (to children, families, educators)</i></li> <li>• <i>Have we considered outcomes from the approved Framework?</i></li> </ul>	
<b>1</b>	<p>The Educational Leader will collaborate with educators to ensure they plan experiences and activities based on individual and group goals that will maximise opportunities to extend emerging strengths, abilities and interests for each child.</p>



2	Educators will plan a contextual program that actively promotes or initiates the investigation of ideas, complex concepts and thinking, reasoning and hypothesising the supports the learning, development and wellbeing of each child.	
3	The educational program will include: <ul style="list-style-type: none"> <li>• Authentic opportunities for children’s voices, ideas, interests and points of view</li> <li>• Family feedback regarding children’s learning, development and wellbeing</li> <li>• Community events and cultural celebrations</li> <li>• Resources and materials that support ongoing learning, development and wellbeing</li> </ul>	
4	SMCELC will display the educational program and make children’s learning visible to share documentation in ways that are accessible, understanding and meaningful for children, families and visitors to SMCELC.	
5	Documentation of the educational program and curriculum includes project or inquiry work which displays how children take the lead and are co-contributors within their own learning.	
6	Planned experiences and strategies that support individual and group learning goals and establish further learning towards learning outcomes are documented.	
7	Educators will record any changes to the physical environment and reflect upon why these changes were made. The <i>Activity/ Floor Plan template</i> can be used to record changes to furniture or play zones.	

#### IMPLEMENTATION

The educational program is planned to support children’s learning, development and wellbeing including interactions, activities, routines and events, planned and unplanned experiences through a variety of child led, child initiated, and educator supported learning.

The Early Years Learning Framework identifies intentional teaching as involving educators being deliberate, purposeful and thoughtful in their decisions and action. Intentional strategies are used by educators as they plan leisure-based and play based experiences in ways that maximise opportunities for each child’s learning.

By promoting a child-directed learning style educators encourage children to make decisions about the program, helping to set up their own play experiences or projects and are provided with support to make decisions and appropriate choices.

By using open ended questioning, providing feedback, challenging their thinking, and guiding their learning educators can develop meaningful relationships with children that



are responsive to their evolving ideas and interests. Spontaneous teachable moments are used to respond to children’s ideas and interests that scaffold children’s learning.	
1	Educators will use responsive teaching techniques and strategies during everyday interactions and routines, such as modelling and demonstrating, open-ended questioning, speculating, explaining and engaging in shared conversations to stimulate children’s thinking and enrich their learning.
2	Educators consider their pedagogical practices, using the approved learning framework to make informed decisions that extend children’s play to support learning, development and wellbeing.
3	Educators will use intentional teaching strategies that reflect contemporary theories and research to support children’s play, leisure and learning
4	Educators will listen carefully and respond to children’s voices and accommodate for spontaneity, natural curiosity, individual needs and interests.
5	Educators will develop and plan activities, routines and the learning environment for children to have opportunities to make decisions about what they will do and how they will do it.
6	Educators will consider creating a learning environment that supports independence and self-help skills and promotes children to make decisions and have agency in their play.
7	Educators consider how the educational program is aligned with SMCELC Philosophy in relation to the approach to everyday practices, pedagogy and teaching decisions.

**REFLECTION**

The National Quality Standard (NQS) promotes and supports educators to engage in reflective practice through self-assessment.

Critical reflection requires review of an everyday situation, event or interaction. Educators can ask powerful questions to expand knowledge and gain a deeper understanding of the situation or interaction. Critical reflection is important to strategic decision making and improving practices when planning an educational program for children and families.

Reflective discussions between the Educational Leader and educators will assist to deepen educator’s self-knowledge, challenge pedagogical assumptions and consider new possibilities. The Educational Leader is available to support and empower educators to develop critical reflection procedures that can change and improve practice through meaningful questioning techniques.

Educators can engage in guided questions to stimulate thinking that may lead to new insights and new possibilities with children and families. Educators need to show their own reflection on the



<p>experience/environment including their own professional practice. This can be recorded in a variety of ways. It is important that critical reflection occurs on a regular and systematic basis.</p> <p>Critical reflection assists to:</p> <ul style="list-style-type: none"> <li>• Identify practice strengths and challenges</li> <li>• Identify future considerations and actions</li> <li>• Contribute to organisational goals</li> <li>• Review performance</li> <li>• Improve program provisions</li> <li>• Gain insights into roles and responsibilities</li> <li>• Expands knowledge and understandings</li> </ul>	
1	<p>Educators will use critical reflection to reflect on:</p> <ul style="list-style-type: none"> <li>• Children’s learning and development</li> <li>• Children’s planned and unplanned experiences</li> <li>• Practices and identified changes or improvements required</li> <li>• Children’s participation in the program</li> <li>• All aspects of the educational program</li> <li>• Roles and responsibilities</li> </ul>
2	<p>Educators will provide examples of documented reflective practices to support and guide educators improve and adjust the program and their professional practices</p>
3	<p>Critical reflection encourages educators to reflect upon previous events, interactions, and experiences that in turn guide curriculum decision making processes</p>
4	<p>Areas of the program that may be reflected include:</p> <ul style="list-style-type: none"> <li>• Interactions and relationships with children</li> <li>• Transitions and routines</li> <li>• Planned experiences and unplanned/spontaneous activities</li> <li>• Child directed learning</li> <li>• The learning environment</li> <li>• Intentional teaching strategies</li> <li>• Responsive teaching strategies</li> <li>• Communications with children, families and colleagues</li> </ul>
5	<p>Educators reflect how SMCELC philosophy guides decision making of the Educational Program in relation to the assessment and planning cycle</p>
6	<p>Educators will engage in analytical and diagnostic thinking to reflect on the education program and appropriate practices. Educators will use the <i>Critical Reflection Template</i> to record critical reflections on a regular basis</p>

