

Education, Curriculum and Learning Policy

NQS

QA1	1.1.1	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	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	1.1.4	The documentation about each child's program and progress is available to families.
	1.1.5	Every child is supported to participate in the program.
	1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.
	1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

National Regulations

Regs	73	Educational programs
	74	Information about the educational program to be kept available
	75	Information about educational program to be given to parents
	76	Documenting of child assessments or evaluations for delivery of educational program

EYLF

LO1 – LO5	All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices.
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Aim

Educators aim to create positive learning environments and guide experiences for each child in conjunction with their family. Educators will observe children and facilitate their learning to provide each child with an individualised portfolio by documenting their learning throughout the year. Children and their families will be encouraged to participate in the ongoing process to promote engaged learning.

Related Policies

Additional Needs Policy
Child Protection Policy
Continuity of Education and Care Policy
Educator and Management Policy
Enrolment Policy
Excursion Policy
Food, Nutrition and Beverage Policy
Health, Hygiene and Safe Food Policy
Immunisation and Disease Prevention Policy
Infectious Diseases Policy
Medical Conditions Policy
Orientation for Children Policy
Physical Activity Promotion Policy
Physical Environment (Workplace Safety, Learning and Administration) Policy
Record Keeping and Retention Policy
Relationships with Children Policy
Technology Usage Policy

Implementation

Our Educational Leader is Hayley Harrison - Director

The role of the educational leader is to work with educators to provide curriculum direction and to ensure children achieve the outcomes of the approved learning framework.

Our service is committed to the Early Years Learning Framework (EYLF).

Observations of all children enrolled in our service will be documented and kept for future reference and reflection, through use of portfolios. Children's portfolios will be available for a child's family members to look at but remains the property of the Service for the duration of the child's enrolment. Portfolios will be added to regularly by educators, families and children and reflected upon by educators to ensure programming for each child remains relevant to their interests and developmental stage.

Early Years Learning Framework

- Each child's learning will be based on their interests and strengths and guided by our educators.
- Educators must work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.
- Every child will be equally valued and their achievements and learning celebrated.
- Educators will observe and record the strengths and learning of each child.
- Educators will work closely with children and families to generate ideas for the curriculum.

Reviewed: September 2013

Date for next review: September 2014

- Learning Outcomes will be linked to the curriculum during and after each child's learning has occurred. The curriculum must not be pre-programmed to match specific Learning Outcomes.
- The curriculum will be based on the children's interests, educators extending children's interests, spontaneous experiences and family input.
- Where appropriate, the service will liaise with external agencies and support persons to best educate and care for children with additional needs.
- Where appropriate, the curriculum (play and learning experiences) will build and develop each child's Learning Stories, Portfolio and Observations of each child's strengths and achievements.
- The curriculum will be evaluated and reflected upon each week by educators.

Learning and Play

- Children are encouraged to express themselves creatively through a wide variety of indoor and outdoor activities.
- Children's fine and gross motor skills are strengthened and developed through a wide variety of both indoor and outdoor activities including manipulative play, block play, sensory play, dramatic play, drawing and other physical activities such as running and skipping.
- Mathematics and science concepts along with exploration of natural aspects of our environment are encouraged through block play, building, cooking, water play, sensory play, collecting natural materials such as leaves and rocks and gardening.
- Language development is encouraged through educators modelling language, show and tell, story time, games, poems and dramatic play experiences.
- Social/emotional and independence skills are strengthened through activities such as role-play, dramatic play, group games and self-help tasks.
- Music and movement activities encourage physical, social and creative areas of a child's development.
- Road safety, hygiene, dental care and nutrition will all be built into the weekly program.

These activities will be supervised and guided by educators to find out how child responds as an individual and also as part of a group. Educators will work in conjunction with families to provide learning experiences that are relevant to each child and tailored to their specific needs. A child's home language, culture and religious practices will be accepted and included in the program.

From this, educators will assess the child's needs and plan ways to meet these needs. We evaluate this program every week in order to make sure we stay on target and help each child to reach their

full potential. The weekly program will be displayed in the room it takes place in. We welcome any suggestions and are happy to answer questions from family members at any time.

The following section only applies to services implementing an approved kindergarten program.

The Queensland Kindergarten Learning Guideline

Our service is committed to this Guideline which aims to enrich children's learning in the kindergarten year and is based on EYLF.

EYLF Learning Outcomes	Queensland kindergarten learning and development areas
1. Children have a strong sense of identity.	<ul style="list-style-type: none">• Building a sense of security and trust• Acting with increasing independence and perseverance• Building a confident self-identity
2. Children are connected with and contribute to their world.	<ul style="list-style-type: none">• Building positive relationships with others• Showing increasing respect for diversity• Showing increasing respect for environments
3. Children have a strong sense of wellbeing.	<ul style="list-style-type: none">• Building a sense of autonomy and wellbeing• Exploring ways to show care and concern and interact positively with others• Exploring ways to promote own and others' health and safety• Exploring ways to promote physical wellbeing
4. Children are confident and involved learners.	<ul style="list-style-type: none">• Building dispositions and approaches to learning• Increasing confidence and involvement in learning• Engaging in ways to be imaginative and creative• Exploring tools, technologies and information and communication technologies
5. Children are effective communicators.	<ul style="list-style-type: none">• Exploring and expanding ways to use language• Exploring and engaging with literacy and numeracy in personally meaningful ways

The decision-making processes we use to achieve these outcomes include:

- **planning** and organising for learning
- **interacting** and co-constructing learning
- **monitoring** and documenting learning
- **assessing** to inform ongoing decisions about learning, and sharing information with families and other partners

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- **reflecting** on learning and practice.

Some of the things we consider when we're planning, interacting, monitoring, assessing and reflecting include:

- **responsiveness** to children
- building inclusive **partnerships**
- creating inclusive learning **environments**
- developing learning **contexts** — play, real-life engagements, and routines and transitions
- promoting children's **learning** and development.

Sources

Education and Care Services National Regulations 2011
National Quality Standard
Early Years Learning Framework
Queensland Kindergarten Learning Guideline

Review

The policy will be reviewed annually.

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties