Curriculum Development Policy

Research accentuates that quality educational programs significantly influence children's development in all areas. We can 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 Standards-

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
168	Education and care service must have policies and procedures
254	Declared approved learning frameworks

Related Polices-

Code of Conduct Policy	Curriculum (Pedagogy) and Educators Training Policy
Environmental Sustainability Policy	
Physical Environment Policy	Supervision Policy
Multi-Cultural Policy	Excursion Policy
Social Media Policy	Behaviour Guidance Policy
Privacy and Confidentiality Policy	Interactions with Children, Family and Staff Policy
Additional Needs Policy	Respect for Children Policy
Family Communication Policy	Celebrations 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 at Raleigh St.

Implementation-

Under the 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, while considering the individual differences of each child.

There are two nationally approved learning frameworks in Victoria which outline practices that support and promote children's learning:

- Belonging, Being and Becoming: The Early Years Learning Framework for Australia- Early Years Learning Framework (EYLF): https://www.education.gov.au/early-years-learning-framework-0
- Victorian Early Years Learning and Development Framework https://www.vcaa.vic.edu.au/curriculum/earlyyears/veyldf/Pages/Index.aspx

Raleigh St is committed to the Early Years Learning Framework (EYLF)-

The approved learning frameworks include principles, practices and learning outcomes that guide educational leaders and educators in their curriculum decision making, and assist them in planning, delivering, and evaluating quality programs in 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 to and contribute to their 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.

The Committee of Management will:

- Designate a suitably qualified and experienced Educational Leader to direct the development and implementation of educational programs at Raleigh St
- Ensure that Raleigh St's philosophy guides educational program and practice

The Director will:

- Together with the educators, liaise with external agencies and support persons to best educate and care for children with additional needs

- Ensure the educational program is displayed in a place that is accessible to parents and families
- Ensure a copy of all programs is always available
- Ensure that regular communication is established between Raleigh St and parents/guardians in relation to their child's learning and development
- *Ensure that* the staff record and board in the foyer includes the name of the Educational Leader at Raleigh St
- Ensure that a suitable program based on an approved learning framework is delivered to all children
- Ensure all educators work as a team in preparing and/or implementing the curriculum which adheres to Raleigh St's philosophy
- Ensure modifications are made in the environment for children with special needs. Management will make appropriate, professional referrals where necessary with family permission

The Educational Leader will:

- Ensure there is a record of learning and development for each child, and that it is updated and maintained on an ongoing basis by the educators
- Help our educators deliver an educational program that is stimulating and engaging, that enhances children's learning and development, and is based on the approved learning frameworks
- Aid our educators in assessing and documenting each child's needs, interests, experiences, participation, and progress in relation to the educational program in a way that is easy to understand for parents/guardians
- Make information available to parents/guardians about their child's participation in the educational program

Educators will:

- Equally value each child in their care. Their achievements and learning will be celebrated
- Construct a curriculum based on the children's interests, educators extending those interests, spontaneous experiences, and family contribution
- 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

- Implement an ongoing cycle of planning, documenting, and evaluating children's learning which will underpin the educational program and involve educators critically thinking about what is achievable and why/why not
- 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
- Ensure materials and equipment reflect the cultural diversity and family values that exists in our society
- Respond to children's ideas and play and use intentional teaching 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
- 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
- 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
- Provide children with ongoing encouragement and positive reinforcement
- Make use of spontaneous 'teachable moments' to extend children's learning
- 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
- Ensure that all children's experiences are recognised and valued with equitable access to resources and opportunities to demonstrate their learning
- Assist children to develop daily habits, understanding, and skills that support health and wellbeing.
- Working in collaboration with the educational leader, families, and professionals to provide active experiences that are inclusive of all children

Families are encouraged to:

- Communicate regularly with their child's educators in relation to their child's learning and development
- Provide input to the development of the educational program in collaboration with the educators and other professionals

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

- Foster positive self-concepts, resilience, self-respect
- 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

Source-

- Arthur, L, Beecher, B, Death, E, Dockett, S, & Farmer, S. (2017). *Programming and planning in early childhood settings (7th Ed.)*. North Ryde, Australia: Cengage Learning Australia
- Australian Children's Education & Care Quality Authority. (2014)
- Belonging, Being and Becoming: The Early Years Learning Framework for Australia. (2009)
- Caplan, L, & Kyretses, S. (2014). *Programming with the early years learning framework*. Craigieburn, Victoria: Curriculum Kids
- Early Childhood Australia Code of Ethics. (2016)
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017)
- Guide to the National Quality Standard. (2017)
- Revised National Quality Standard. (2018)
- Tansey, S. (2005). *Supervision in children's services. Putting Children First: The Newsletter of the National*

Review-

Policy reviewed-	Modifications-	CoM endorsement date-	Next review date-
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