

Woodlands >  Woodlands Long Day Care & Kindergarten Policies
>  Quality Area 1 – Educational Program & Practice

Education Curriculum and Learning Policy (QA1)

Updated 8 months ago

Woodlands - Education Curriculum & Learning Policy

Documentation as an important part of your work with children and families. and as part of a cycle of observation, analysis, planning, implementation and reflection. it is a valuable way that captures children's voices and ideas through planning, documentation and evaluation.

"A supportive active learning environment encourages children's engagement in learning... Active involvement in learning builds children's understandings of concepts and the creative thinking and inquiry processes that are necessary for lifelong learning." (Belonging, Being and Becoming, The Early Years Learning Framework for Australia page 33).

The Education and Care Services National Law Act 2010, and Standard 1.1 of the National Quality Standard for Early Childhood Education and Care and School Age Care requires that a program is delivered to all children being educated and cared for by the service that:

- Is based on an approved learning framework; **Early Years Learning Framework (EYLF) for children from birth to 3 years and the Victorian Early Years Learning Framework (VEYLF).**
- Is delivered in a manner that accords with the approved learning framework; and
- Is based on the developmental needs, interests, and experiences of each child individually and as a group. **It is essential that each child has an individual learning**

goal that is in collaboration with the family, there needs to be data and justification to reflect the evidence.

- Is designed to take into account the individual differences of each child.
- When using technology (ICT) within the classroom, it needs to be used appropriately and respectfully, that supports children's learning and NOT used to 'keep children quiet'. The learning needs to link to child's goals and be used for short periods of time.

Framework visual guide, what is the Educational Framework?

<https://stonly.com/si/d960c055-0801-40b2-a87b-dd0b4c4c0fc5/Steps/> 

EYLF Learning and VEYLDF Outcomes

Learning Outcomes recognise the importance of literacy, communication, numeracy, and social and emotional development.

1. Children have a strong sense of identity
2. Children are connected with and contribute to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective communicators

It is also required that relevant information about the program and their child's participation in the program is shared with parents and that the program is planned, documented and evaluated

EYLF: <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>

VEYLDF:

<https://www.education.vic.gov.au/Documents/childhood/providers/edcare/veylframe-work.pdf>

National Quality Standards (NQS)

Quality Area 1: Educational Program and Patience

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|-------|------------------------------------|---|
| 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 maximize opportunities for each child’s learning.
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.
1.3.1	Assessment and planning cycle	Each child’s learning and development are assessed or evaluated as part of an ongoing cycle of observation, analyzing 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.

Quality Area 3: Physical Environment

3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
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Quality Area 6: Collaborative Partnerships with Families and Communities

6.2.2	Access and participation	Effective partnerships support children’s access, inclusion, and participation in the program.
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Quality Area 7: Governance and Leadership

7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
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Education and Care Services National Regulations

Children (Education and Care Services) National Law NSW

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

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8 Educational Leader

Related Policies

- [Additional Needs Policy.docx](#)
- [Physical Activity Promotion Policy](#)
- [Physical Environment \(Workplace Safety, Learning and Administration\) Policy](#)
- [Record Keeping and Retention Policy](#)
- [Relationships with Children Policy](#)

Purpose

To create a positive, inclusive learning environment that encourages children to

engage in activities and experiences based on their interests and everyday lives, and achieve the Learning Outcomes of an approved learning framework.

Scope

This policy applies to children, families, staff, management, and visitors of the Service.

Implementation

Our Educational Leader is {Insert name here}.

The role of the Educational Leader is to affirm and extend educators' teaching practices, support the development of curriculum based on an approved learning framework and ensure children progress towards and achieve the outcomes of that framework.

Our service is committed to the Early Years Learning Framework (EYLF) for children from birth to 3 years and the Victorian Early Years Learning Framework (VEYLF).

EYLF Learning and VEYLDF Outcomes:

Learning Outcomes recognise the importance of literacy, communication, numeracy, and social and emotional development.

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

Educators will:

- Plan a Curriculum based on children's individual and group interests, voice, culture, language, ideas, play and everyday lives ie connections between children, families,

and communities.

- The curriculum plan WILL include an outdoor element to extend children's learning outdoors and reflect what is happening on the indoor curriculum.
- Outdoor planning will be highlighted on the Weekly/Fortnightly plan.
- Strong positive partnerships with families to achieve children's Learning Outcomes, and encourage families to contribute to the Curriculum by sharing information about their child/ren or completing activities with children through formal and informal partnership meetings.
- Build connections between the service, schools and the local community around the Campus.
- Include children in decision making, including decisions about the indoor and outdoor spaces, programming and planning, routines and documenting their achievements and analysis, and give Children appropriate levels of responsibility and strategies that challenge their learning.

Programming must include an inclusive indoor and outdoor program that mirrors children's individual goals or the room learning goals. Indoor and outdoor learning spaces which invite open-ended interactions, spontaneity, risk-taking, exploration, discovery, and connection with nature.

- Make use of spontaneous 'teachable moments' to scaffold children's learning and analysis where the children's learning is going with engaging in sustained shared conversations with children, families and Educators to extend on children's thinking.
- Support children's learning by participating in child-led play-based learning.
- Provide a balance between child-led, child-initiated with Educators using teaching strategies and techniques that are supported learning by creative rich learning environments and activities that stimulate children's imagination, creativity, and curiosity and encourage children to investigate, experiment, explore, solve problems, create and construct.
- Use strategies like demonstrating, dramatic play, role play, open questioning, speculating, explaining, shared thinking and problem-solving to promote and extend children's learning
- Use resources (eg man-made and natural loose parts) and implement activities (eg dramatic play, visual arts, role play, games) to promote learning across all Learning Outcomes.
- Regularly assess what each child knows, can do, and understands through an ongoing cycle of planning, documenting, analysing and evaluating, and then implement activities to help each child achieve all Learning Outcomes. Assessments will take into account the period of time each child spends at the service provide opportunities for children to learn individually and as part of a group.

- Regularly add to a **learning portfolio for each child** which includes written assessments (summative) of the child's learning as well as children's creative learning through day-to-day practices. Portfolios will be available for children and their family to view, they remain the property of the Service, the child's Portfolios will be sent home at the end of the year or every 2 years of your child's enrolment.
- Plan the curriculum with each child's learning goals with always keeping in mind the learning outcomes in mind, and remember that learning is not always predictable or the way you want, or intend it to be.
- Celebrate the achievements and learning of each child.
- Your curriculum should have parents consent with having reciprocal honest communication if you are wanting to liaise with external agencies and professionals to support children with additional needs (NDIS, OT, learning specialists).
- Regularly evaluate Children's and Educator's practices and reflect on how well the Curriculum is helping each child progress towards and achieve the Learning Outcomes.
- Display the Weekly/Fortnightly and Termly curriculum in children's rooms and encourage families to contribute, make suggestions or ask questions about children's learning at any time.

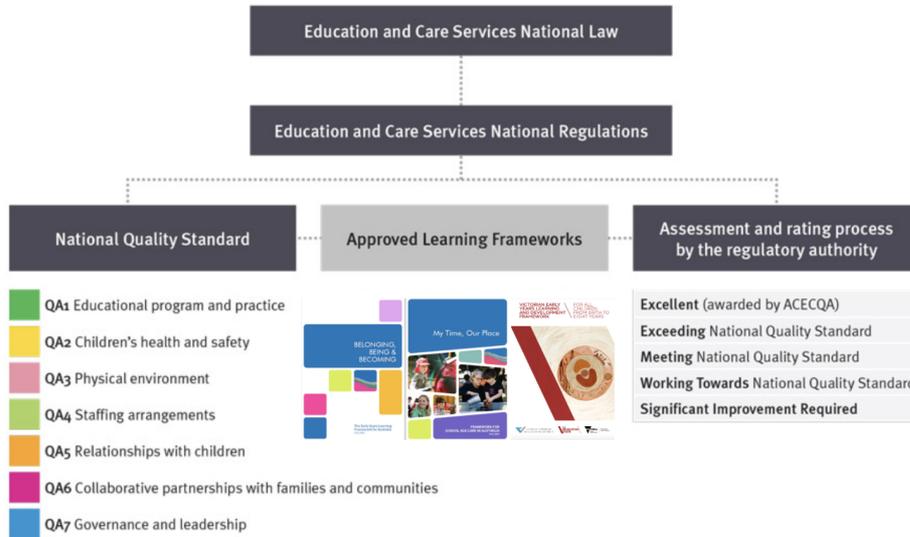
Provide the following information to parents whenever requested:

- The content and operation of the educational program. This is to be shared on the Woodlands Educational online programs; Playground, families will be able to view this on XPlor Home.
- Information about the child's participation in the program, families will be able to view this on XPlor Home.
- Learning Summative Assessments of the child's developmental needs, interests, experiences and progress against the Learning Outcomes to be done online every 6 months and shared to families online and can be put in the child's Learning portfolio's.

Sources

- Education and Care Services National Law and Regulations
- National Quality Standard Early Years Learning Framework

The National Quality Framework



Review

Review Date	Modifications	Next Review
December 2019	<p>Education, Curriculum and Learning Policy was introduced, after reviewing of policies available through Centre support membership, this replaces previously titled Educational Program Policy</p> <p>Branding and formatting modifications</p> <p>Centre specific information adjusted to meet practices- not affecting content or delivery of policy</p>	June 2020