

EDUCATION, CURRICULUM AND LEARNING POLICY

Contents

1	NQS	2
2	National Regulations.....	2
3	EYLF.....	2
4	Aim.....	2
5	Related Policies.....	2
6	Implementation	3
7	Early Years Learning Framework	3
8	Learning and Play.....	4
9	EYLF Learning Outcomes.....	5
10	Sources.....	5
11	Review.....	5
12	Version Control Table	5

1 NQS

QA1	1.1	The educational program enhances each child's learning and development.
	1.2	Educators facilitate and extend each child's learning and development.
	1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

2 National Regulations

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

3 EYLF

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

4 Aim

Educators aim to create positive learning environments and guide experiences for each child in partnership with their family. Educators will form relationships with children and use their knowledge of each child to facilitate their learning.

We aim to use a variety of teaching strategies including intentional teaching and spontaneous learning moments to engage children in meaningful learning.

We aim to collect documentation around children's learning in a variety of ways including observation, assessment, planning and capturing the voices of all stakeholders including children and families.

It is our aim that reflective practice will drive our decision making and program for children individually and within the group.

5 Related Policies

The Kids' Uni Policies and Procedures apply to Kids' Uni North, Kids' Uni South, Kids Uni CBD, Kids Uni iC – Preschool, Kids Uni iC – OOSH.

Inclusion Policy (CHI-ADM-POL-003)

Child Well Being Policy (CHI-ADM-POL-009)

Enrolment Policy (CHI-ADM-POL-022)

Excursion Policy (CHI-ADM-POL-024)

Food, Nutrition and Beverage Policy (CHI-ADM-POL-027)

Health, Hygiene and Safe Food Policy (CHI-ADM-POL-030)

Immunisation and Disease Prevention Policy (CHI-ADM-POL-033)

Infectious Diseases Policy (CHI-ADM-POL-035)

Medical Conditions Policy (CHI-ADM-POL-038)

Orientation for Children Policy (CHI-ADM-POL-041)

- Physical Activity Promotion Policy (CHI-ADM-POL-045)
- Physical Environment Policy (CHI-ADM-POL-046)
- Record Keeping and Retention Policy (CHI-ADM-POL-049)
- Relationships with Children Policy (CHI-ADM-POL-050)
- Technology Usage Policy (CHI-ADM-POL-057)

6 Implementation

Our Educational Leaders are:-

Kids Uni South	Nicole Bray
Kids Uni North	Kelly Hennessy
Kids Uni CBD	Shanae Ware
Kids Uni iC - OOSH	Jenny Eshman

The Role of the Educational Leader:

Our Educational Leaders will:

- 6.1 Work with educators to provide curriculum direction and to ensure children achieve the outcomes of the approved learning framework.
- 6.2 Advocate for quality, innovation and exceptional early childhood practice.
- 6.3 Inspire curriculum development in partnership with families and as co-constructors of knowledge with children.
- 6.4 Create a culture of professional enquiry where educators can collaborate, question, research and reflect on best practice to drive continuous improvement.
- 6.5 Support educators to engage with current theory and contemporary teaching strategies based on research and best practice.
- 6.6 Lead and promote an ongoing cycle of planning, review, observation and evaluation.
- 6.7 Support educators to develop pedagogical approaches that are contextual to the service and that demonstrate relationships with the broader community.

7 Early Years Learning Framework and My Time, Our Place

Our service is committed to the *Early Years Learning Framework (EYLF)* and the *Learning Framework for School Age Care – My Time, Our Place (MTOPI)*

- 7.1 Observations of all children enrolled in our service will be documented and used for future planning for children, through use of Kinderloop, daily reflection and planning sheets. Families can access their child's educational programs through Kinderloop at any time. If a family choose not to have their child's learning documented through Kinderloop, and also in our OOSH program, educators will create equivalent observation, planning, assessment, evaluation and reflections in paper form for families to access.
- 7.2 Kinderloop / children's learning documentation 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 learning needs.

- 7.3 Each child's learning will be based on their voices, interests, development and strengths and guided by our educators through spontaneous experiences and intentional teaching.
- 7.4 Every child will be equally valued and their achievements and learning celebrated.
- 7.5 Educators will document the individual learning that occurs for each child in a variety of ways.
- 7.6 Educators will co-program in partnership with children and their families, seeking and respecting their input into the educational program.
- 7.7 The educational program/curriculum will be linked to the learning outcomes of the EYLF or MTOP, principles, practices, NQS and the centre philosophy.
- 7.8 Where appropriate, the service will liaise with external agencies and support persons to best educate and care for children with additional needs.
- 7.9 The educational program will incorporate the children's voices, individual stage of development, interests and family and cultural input. Experiences will be a combination of planned intentional teaching and spontaneous learning opportunities. Individual learning will be documented in a variety of meaningful ways and will include both formative and summative assessment of children's learning.
- 7.10 Critical reflection by educators, children and families occurs spontaneously on a regular basis. Critical reflection is also documented in a variety of ways across the Kids Uni Services and is used to drive continuous improvement.
- 7.11 Our programs will create a clear picture of each child, who they are and their learning journey. A child's home language, culture and religious practices will be reflected in their program and planned learning experiences.

8 Learning and Play

- 8.1 Children in our programs will learn through a play based curriculum that will be led by current research and contemporary pedagogical approaches.
- 8.2 Children are encouraged to express themselves creatively through a wide variety of indoor and outdoor learning experiences. We understand that our environments act as a 'third teacher' and send clear messages to children about the value and expectations that we place on their learning.
- 8.3 Children are supported to achieve the five outcomes of the EYLF (early years learning framework) through open ended learning experiences and environments, as well as planned extension of learning experiences to support their interests and developmental needs.
- 8.4 Mathematics, science and sustainability concepts along with exploration of natural aspects of our environment are encouraged and explored through a variety of open ended learning experiences.
- 8.5 Literacy and language development is encouraged through every aspect of our program. Educators will model language, social interactions and effective communication and they will provide extensive opportunities for children to explore written print.

- 8.6 Social/emotional and independence skills are strengthened through experiences such as role-play, dramatic play, group games and self-help tasks.
- 8.7 Music and movement experiences are embedded into the routine and educational program and encourage physical, social and creative areas of a child's development.
- 8.8 Children's health and safety such as road safety, hygiene, dental care and nutrition are included in the education program.
- 8.9 We understand that relationships form the basis for our teaching with young children and the building of these relationships will be a critical part of our work with children.
- 8.10 We understand that, particularly for very young children, routine times are critical learning moments and we will use these times to engage children in songs, rhymes, games and interactions.

9 EYLF and MTOP Learning Outcomes

- 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.

10 Sources

Education and Care Services National Regulations 2011
 National Quality Standard
 Early Years Learning Framework
 My Time, Our Place

11 Review

This policy will be reviewed every 2 years and the review will include Management, Employees, Families and Interested Parties.

12 Version Control Table

Version Control	Date Released	Next Review	Approved By	Amendment
1	February 2012	February 2013	Michele Fowler Manager – Kids Uni	
2	February 2013	February 2014	Michele Fowler Manager – Kids Uni	This policy replaces the Programming Policy. Paragraph inserted re application of policies across all centres. Migrated into new QA format.
3	Feb 2014	Mar 2016	Michele Fowler Manager – Kids Uni	Policy reviewed and the review period changed to 2 years. This policy has been amended, without significant change to process but to better reflect current curriculum expectations and framework terminology.

4	Mar 2016	Mar 2018	M. Gillmore – General Manager	Policy reviewed and the educational leaders updated.
5	Jul 2018	Jul 2020	K.Grose – Children’s Services Manager	Updated NQS and Reg references, Updated Ed leaders, Clarified role of Ed leader, Included Learning frameworks for OOSH, Emphasised play based curriculum approach, emphasised routine times as important learning moments for young children, added in requirement for summative and formative assessment to be evident in children’s programs.