EDUCATION, CURRICULUM AND LEARNING POLICY

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1 NQS

<table>
<thead>
<tr>
<th>QA1</th>
<th>1.1.1</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.1.2</td>
<td>Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.</td>
</tr>
<tr>
<td></td>
<td>1.1.3</td>
<td>The program, including routines, is organised in ways that maximise opportunities for each child’s learning.</td>
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<tr>
<td></td>
<td>1.1.4</td>
<td>The documentation about each child’s program and progress is available to families.</td>
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<tr>
<td></td>
<td>1.1.5</td>
<td>Every child is supported to participate in the program.</td>
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<td></td>
<td>1.1.6</td>
<td>Each child’s agency is promoted, enabling them to make choices and decisions and to influence events and their world.</td>
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<tr>
<td></td>
<td>1.2.1</td>
<td>Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.</td>
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<tr>
<td></td>
<td>1.2.2</td>
<td>Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning.</td>
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<tr>
<td></td>
<td>1.2.3</td>
<td>Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the program.</td>
</tr>
</tbody>
</table>

2 National Regulations

<table>
<thead>
<tr>
<th>Regs</th>
<th>73</th>
<th>Educational programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>74</td>
<td>Information about the educational program to be kept available</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>Information about educational program to be given to parents</td>
</tr>
<tr>
<td></td>
<td>76</td>
<td>Documenting of child assessments or evaluations for delivery of educational program</td>
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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 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.

We believe in the importance of magical moments as well as ample opportunities for continuity for learning eg projects, being in the “then and the “there”.
The Kids’ Uni Policies and Procedures apply to Kids’ Uni North, Kids’ Uni South, South Coast Workers Child Care Centre, Kids Uni iC – Preschool, After School Care and Vacation Care (Kids’ Uni OOSH).

5 Related Policies
Additional Needs Policy (CHI-ADM-POL-003)
Child Protection Policy (CHI-ADM-POL-009)
Educator and Management Policy (CHI-ADM-POL-017)
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 (Workplace Safety, Learning and Administration) 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 Leader is:-

<table>
<thead>
<tr>
<th>Kids Uni South</th>
<th>Shanae Ware</th>
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</thead>
<tbody>
<tr>
<td>Kids Uni North</td>
<td>Nadine McDonald &amp; Jenni Smith</td>
</tr>
<tr>
<td>South Coast Workers</td>
<td>Amanda McIlhutton</td>
</tr>
</tbody>
</table>

6.1 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.

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

7.1 Observations of all children enrolled in our service will be documented and kept for future reference and reflection, through use of portfolios, day books and displays. Children’s portfolios will be available for a child’s family members to view and to take home at the end of the year.

7.2 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.
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. Family values, culture, experiences and traditions will be respected and incorporated into the program when possible.

7.7 The educational program/curriculum will be linked to the learning outcomes of the EYLF, 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 education program (curriculum) 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, such as learning stories, portfolios, displays, day books and art.

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.

8 Learning and Play

8.1 Children are encouraged to express themselves creatively through a wide variety of indoor and outdoor learning experiences.

8.2 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 and extension of learning experiences to support their interests and developmental needs.

8.3 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.

8.4 Language development is encouraged through educators modelling language, social interactions, effective communication, news and group time experiences.

8.5 Social/emotional and independence skills are strengthened through experiences such as role-play, dramatic play, group games and self-help tasks.

8.6 Music and movement experiences are embedded into the routine and educational program encourage physical, social and creative areas of a child’s development.

8.7 Road safety, hygiene, dental care and nutrition are included in the education program.
8.8 Elements of the Reggio Emilia approach, relevant early childhood theorists and scientific brain research are reflected in the environments.

8.9 Learning experiences will be supervised and guided by educators to learn 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.

9 EYLF 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

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

<table>
<thead>
<tr>
<th>Version Control</th>
<th>Date Released</th>
<th>Next Review</th>
<th>Approved By</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>February 2012</td>
<td>February 2013</td>
<td>Michele Fowler Manager – Kids Uni</td>
<td>This policy replaces the Programming Policy. Paragraph inserted re application of policies across all centres. Migrated into new QA format.</td>
</tr>
<tr>
<td>2</td>
<td>February 2013</td>
<td>February 2014</td>
<td>Michele Fowler Manager – Kids Uni</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>Feb 2014</td>
<td>Mar 2016</td>
<td>Michele Fowler Manager – Kids Uni</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mar 2016</td>
<td>Mar 2018</td>
<td>M. Gillmore – General Manager</td>
<td>Policy reviewed and the educational leaders updated.</td>
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</tbody>
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