Education, Curriculum and Learning Policy

NQS

QA1	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.
	1.2.1	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 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.

QA3	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.

QA6	6.2.2	Access and participation - Effective partnerships support children's access, inclusion and participation in the program.

QA7	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.

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
	118	Educational Leader

EYLF

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

Aim

To create a positive, inclusive learning environment which 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.

Related Policies

Additional Needs Policy
Physical Activity Promotion Policy
Physical Environment (Workplace Safety, Learning and Administration) Policy
Record Keeping and Retention Policy
Relationships with Children Policy

Implementation

Our Educational Leader is Kieu Luong.

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).

"While educators may plan or assess with a focus on a particular outcome or component of learning, they see children's learning as integrated and interconnected. They recognise the connections between children, families and communities and the importance of reciprocal relationships and partnerships for learning. They see learning as a social activity and value collaborative learning and community participation." Early Years Learning Framework p 14

EYLF Learning Outcomes

The Learning Outcomes recognise the importance of literacy, 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

Educators will:

- plan a Curriculum based on children's interests, culture, language, ideas, play and everyday lives ie connections between children, families and communities
- work in partnerships with families to achieve Learning Outcomes, and encourage families to contribute to the Curriculum by sharing information about their child or completing activities with children
- build connections between the service, schools and the local community
- include children in decision making, including decisions about indoor and outdoor spaces, programming, routines and documenting their achievements, and give them appropriate levels of responsibility
- make use of spontaneous 'teachable moments' to scaffold children's learning
- engage in sustained shared conversations with children to extend their thinking
- support children's learning by participating in child led play
- provide a balance between child led, child initiated and educator supported learning by creating 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
- create outdoor learning spaces which invite open-ended interactions, spontaneity, risk-taking, exploration, discovery and connection with nature
- create both indoor and outdoor spaces that stimulate children's imagination, creativity and curiosity and encourage children to investigate, experiment and solve problems
- regularly provide opportunities for children to learn individually and as part of a group
- regularly assess what each child knows, can do and understands through an ongoing cycle of planning, documenting 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
- regularly add to a learning portfolio for each child which includes written assessments of the child's learning. Portfolios will be available for a child's family members to view but they remain the property of the Service for the duration of the child's enrolment

- plan the curriculum with each child and the learning outcomes in mind, and remember that learning is not always predictable and linear
- celebrate the achievements and learning of each child
- with parents' consent, liaise with external agencies and professionals to support children with additional needs
- regularly (at least weekly) evaluate their practices and reflect on how well the Curriculum is helping each child progress towards and achieve the Learning Outcomes
- display the daily 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
    - information about the child's participation in the program
    - assessments of the child's developmental needs, interests, experiences and progress against the Learning Outcomes.

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.	• 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.	• Building positive relationships with others • Showing increasing respect for diversity • Showing increasing respect for environments
3. Children have a strong sense of wellbeing.	• 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	• Building dispositions and approaches to learning

learners.	• 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.	• 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
- **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 Law and Regulations
National Quality Standard
Early Years Learning Framework
Queensland Kindergarten Learning Guideline

Review

The policy will be reviewed annually by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 14/01/2020 Date for next review: 13/01/2021