



1.01 Educational Curriculum Policy

POLICY STATEMENT

Research accentuates that quality Educational programs significantly influence children's growth and development. We can construct a supportive learning environment and program, with inspirations from the children, their families and our community. This contribution can encourage the children to feel a sense of control over their actions, interactions, be curious and explore their understanding of themselves others and the world around them.

AIM

St Nicholas Preschool aims to enhance children's learning and development through the pedagogical practices of educators and families in a positive learning environment which is promoted across the five learning outcomes from Early Years Learning Framework. 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, and support children's holistic development. This policy applies to children, families, staff, and management of the service.

STANDARDS AND PROCEDURES

Our program focuses on addressing the developmental needs, interests and experiences of each child, while considering their individual differences.

Our service is committed to the Early Years Learning Framework (EYLF). The approved learning frameworks included 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.

1. Learning Stories

Educators observe the children's interests, strengths and emerging skills. These form the basis of their learning stories/observations and are used to encourage enquiry amongst the children and our educators. The enquiry process starts through a range of questions. Formal observations are available to families on SeeSaw and families are encouraged to discuss their child's learning at any time with their educators.

2. Educational Program

A vast array of questions will form the basis of the educational program to extend the enquiry process. Each question will take its own course, with no time restriction on how long it is planned for. St Nicholas Preschool feels that this process will allow for more child-driven learning and relates to what is relevant at the current time. The educational program is displayed at the family information section of each room. It is also added to Seesaw for families to view anytime, anywhere.

3. Learning Quest

The program questions are answered throughout the environment on table settings, indoor and outdoor learning spaces, educational teaching sessions, creative learning experiences to continue the enquiry process. The resources provided are relevant and often reflect the program, leaving room for spontaneous enquiry. Ample age appropriate and open-ended materials are available for all children to promote different learning opportunities such as self-help skills, decision making, turn taking and extensions. We encourage all family involvement and input into every educational program and the learning experiences created and implemented here at St Nick's.

4. Reflection & Evaluation

Throughout the journey of the educational program, the children and educators reflect on daily learning triumphs through our reflective yarning circles. Documentation of reflective practices are posted to Seesaw in the form of photos, children's voices, child conferencing and videos. These sessions explore further opportunity for learning and ensure the children are at the core of their learning. A summary of the children's learning, linking to their observation is reflected upon and summaries the enquiry process followed in order to answer the question.

Family Communication

- Families are encouraged to discuss their child's learning and development on a daily basis during arrival and departure.
- Goal setting meetings are held bi-annually with families to discuss their child's goals and developmental expectations.
- Summative Assessments are prepared for each child bi-annually, outlining their child's strengths, and emergent skills linking to the five outcomes of The Early Years Learning Framework
- Daily communication on children's learning is available to families via our Seesaw app.

Early Years Learning Framework

- Each child's learning will be based on their interests and strengths and guided by educators.
- Educators must work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.
- Every child will be equally valued. Their achievements & learning will be celebrated.
- Educators will observe and record the strengths and learning of each child.
- Educators will work closely with children and families to produce ideas for the curriculum.
- Learning Outcomes will be linked to the curriculum during and after each child's learning has occurred.
- The curriculum will be constructed on the children's interests, educators extending children's interests, spontaneous experiences and family contribution.
- Where appropriate, the curriculum (play and learning experiences) will build and develop each child's learning journeys, creative art expressions and observations of each child's strengths and emerging skills.
- The curriculum will be evaluated and reflected upon continuously by educators, children and families.

Management/ A Nominated Supervisor/ Responsible Person will:

- Ensure that a suitable play-based program based on the EYLF is delivered to all children.
- Ensure all Educators work as a team in implementing the curriculum which collaborates with the service philosophy.
- Ensure modifications are made in the environment for children with special needs.
- Ensure a conscious balance between indoor and outdoor experiences is planned for with large blocks of unstructured time for child-initiated learning through play.
- Promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences.
- Ensure key physical activity recommendations within *Kids at Play Active Play* are embedded into our curriculum.
- Support families through positive, respectful and reciprocal relationships with regular communication.
- Be consistently aware of and responsive to children who may require additional support, assistance or attention, noticing and listening carefully to children's concerns and discussing diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour.
- Ensure a copy of the program is available at all times to families and children.

Educators will:

- Implement an ongoing cycle of planning, documenting and evaluating children's learning which will underpin the educational program.
- Document children's experiences and their responses to the environment making children's learning visible to children, educators and families and promotes shared learning and collaboration.
- Provide experiences that include both structured and unstructured learning times catering for children's individual needs, interests and are age appropriate.
- Respond to children's ideas and play and use intentional teaching to scaffold and extend learning.
- Provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesizing.
- Encourage communication with families about physical activity, gross motor and fundamental movements skills development.
- Use the learning outcomes to guide their planning for children's learning.
- Provide children with ongoing encouragement and positive reinforcement.
- Provide opportunities for children to be active daily through a balance of planned and spontaneous experiences within the indoor and outdoor environment.
- Make use of spontaneous 'teachable moments' to extend children's learning.
- View children as active participants and decision makers.
- Further extend critical thinking skills through provocations.
- Plan realistic curriculum goals for children based on observation and assessment of individual needs and interests.

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

- Foster positive self-concept and social skills
- Encourage an understanding of our Australian background and culture
- Encourage children to think, reason, question and experiment
- Encourage language and physical development and skills
- Encourage and demonstrate sound health, safety and nutritional practices
- Encourage creative expression
- Respect cultural diversity of staff and children

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

SOURCE LIST

This section contains websites, industry bodies, or Legislation that have been used to assist in sourcing the information for this policy. It also acts as a guide to sourcing further reading on each relevant policy.

- [Australian Children's Education & Care Quality Authority](#)
- [ACECQA, We Hear You Blog - Unpacking the planning cycle: Part 1 -3](#)
- [Early Childhood Program Examples – Gowrie South Australia](#)
- [Guide to the Education and Care Services National Law and the Education and Care Services National Regulations](#)
- [Early Childhood Australia - Code of Ethics](#)
- [Guide to the National Quality Standard](#)
- [Revised National Quality Standard and other changes - 2018](#)
- [The Early Years Learning Framework for Australia](#)
- [Kids at Play Active Play](#)
- Frith, Kambouris, & O'Grady. (2003). Health & safety in children's centres: model policies & practices (2nd ed). School of Public Health and Community Medicine, Early Childhood Association
http://eduserve.com/sites/default/files/iccc_resources/Child_Care_Model_Policies.pdf
- Tansey, S. (2005). [Supervision in Children's Services. Putting Children First](#), the Newsletter of the National Childcare Accreditation Council (NCAC) Issue 15, p. 8-11.

RELATED POLICIES

- 1.02 Cultural Diversity Policy
- 1.04 Excursion Policy
- 1.05 Transition to School Policy
- 2.10 Cyber Safety Policy
- 2.19 Physical Environment Policy
- 2.23 Sun Safety Policy
- 2.24 Supervision Policy
- 2.25 Water Safety Policy
- 3.03 Environmental Sustainability Policy
- 4.02 Code of Conduct Policy
- 5.02 Behaviour Guidance Policy
- 5.04 Interactions with Children Policy
- 6.02 Family Communication Policy
- 7.01 Curriculum and Educators Training Policy
- 7.06 Privacy and Confidentiality Policy
- 7.07 Record Keeping and Retention Policy

POLICY REVIEW

The review schedule has been developed using a risk assessment methodology with consideration given to sector, industry, and legislative changes.

Date reviewed	Policy changed		Modifications	Next Review Date
March 2018	Yes	No	<ul style="list-style-type: none"> Updated the references to comply with the revised National Quality Standard Re developed the educational program cycle and included an overview of our four-step programming cycle. 	July 2019