



CURRICULUM POLICY

Quality Area 1: Educational program and practice.

INTRODUCTION

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.

POLICY STATEMENT

This Policy outlines the roles, responsibilities and expectations of Orchard Early Learning Centre. The purpose of this policy is to provide expectations regarding each child's program, and the related educator practice that supports the implementation of these programs.

This policy applies to:

- Educator curriculum decision making and pedagogical practices
- Written educational programs and individual child documentation, and
- Play-based learning approaches.

This policy relates to the National Quality Standard (NQS) Quality Area 1: Educational program and practice.

STRATEGIES AND PRACTICES

Our Programs

- At Orchard Early Learning Centre, we value a play-based curriculum where children's strengths, interests and culture form the basis of the program to ensure education is individualised and inclusive. Play-based learning provides children with opportunities for active exploration that is process-oriented and self-motivating, leading to intellectual and cognitive benefits.
- A child-centred program approach promotes children's decision making and influence in their educational environment, enhancing their agency. Our educators actively seek the views, opinions and perspectives of children and make these evident through programmed educational experiences.
- Our programs reflect a deep connection with children's identity and unique community, including opportunities to develop an understanding of Aboriginal and Torres Strait Islander histories and cultures. This involves a commitment to regular communication and engagement with families that moves beyond involvement to a strong partnership with home learning environments and local communities.
- Children that attend our service have a written educational program available for families to view and provide feedback. This program is based on contemporary understandings of child development, teaching, learning and education and care. It shows children's educational goals, the learning opportunities that are provided by our educators to achieve these, and the related educator practices to support learning.
- Our programs demonstrate confident and informed educator curriculum decision making, for both individual and whole groups of children, to maximise learning and development outcomes. Through our program educator's pedagogy is written in ways that are understandable to families and other professionals. Educators will explain how their





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pedagogical approaches relate to contemporary practice and early childhood theory.

- Sign Service records of accidents or injuries that have occurred, acknowledging they have been made aware of the incident and the first aid that treatment that was given to the child.
- Provide the required information for the Service's medication record
- Provide written consent (via the enrolment record) for service staff to administer first aid and call an ambulance, if required.
- Be contactable, either directly or through emergency contacts listed on the child's enrolment record, in the event of an incident.

Our Practice

- Orchard educators' practice decisions and actions are deliberate, purposeful, and thoughtful, demonstrating a commitment to high quality practice at all times. Educator practice is intentionally flexible to suit each child's learning style, considering individual differences to maximise participation in the learning environment.
- Orchard educators advocate for secure attachment theory and as such work with children in small group settings.
- Educator decisions and actions are reflective of the setting's unique geographical and cultural community. Our service has a commitment to cultural competence where educators value the benefits of cultural diversity, and where everyday practices reflect an ability to understand and honour difference.
- Current research informs educator curriculum decisions and teaching strategies.
- A culture of professional learning and commitment to critical reflection drives continuous improvement, ensuring educator practice remains contemporary.
- Orchard Early Learning Centre philosophy and vision is evident through educator ethical decision making and actions, and through valuing equity in their relationships with children and families.
- Educators provide families daily updates on experiences related to the program undertaken throughout their child's day. These may include but are not limited to; floor books, jottings, OWNA Posts, samples of work.

Assessments and Planning

- Our programs follow a cycle of planning, where educators document children's learning and development, engage in assessment and analysis to inform this learning, then use this information to plan for and maximise further educational goals. Each cycle of planning informs the next, resulting in increasingly complex learning and development outcomes for children.
- Orchards formal and informal documentation is as follows:
 - A settling in summary
 - Developmental checklist
 - Learning analysis
 - Developmental checklist
 - Our educators will also provide families with regular jottings and follow-ups, showcasing the child's individual learning journey.
- Educators demonstrate the ability to draw on early childhood theory and practice approaches to inform their planning. Children as individuals and our unique settings are always considered. As a result, educator planning demonstrates an understanding of all curriculum areas and is responsive to children's holistic educational requirements. These





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can include cognition, physical, social, emotional, spiritual wellbeing, creative.

- Intentional and planned teaching is applied to educator practice, learning experiences, and the environment. This ensures the educational program caters to the unique group of children, is flexible, challenging, and safe. Planned learning spaces invite the development of relationships, exploration, and connection with natural materials.
- Educators regularly engage in formal and informal assessment strategies to monitor children’s learning and development progression. This enables educators to plan for continuity of learning as children transition between educational environments within the service, or on to the school environment.
- Engaging in assessment enables educators to demonstrate that learning is occurring as a result of their curriculum decision making and planning, thus increasing educator accountability.
- Educators observe children, noticing spontaneous moments of learning. Educators are required to document these significant moments that contribute to a child’s individual planning cycle.

RESPONSIBILITY OF PARENTS

- Where possible to give feedback to educators about your child’s goals and interests to help inform our program

LINKS TO OTHER POLICIES

- Relationships with Children Policy
- Rights of the Child
- Staff Code of Conduct
- Privacy and Confidentiality Policy

LINKS TO EDUCATION AND CARE SERVICES NATIONAL REGULATIONS, NATIONAL QUALITY STANDARD

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|------|----|-----------------------------------------------------------------|
| Regs | 85 | Incident, injury, trauma and illness policies and procedures |
| | 86 | Notification to parents of incident, injury, trauma and illness |
| | 87 | Incident, injury, trauma and illness record. |
| | 88 | Infectious diseases |

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| QA | 1.1 | The educational program enhances each child’s learning and development |
| | 1.1.1 | 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 |





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| 1.1.2 | Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program |
| 1.1.3 | All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning |
| 1.2.1 | Educators are deliberate, purposeful, and thoughtful in their decisions and actions |
| 1.2.2 | Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback |
| 1.2.3 | Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world |
| 1.3 | Educators and coordinators take a planned and reflective approach to implementing the program for each child |
| 1.3.1 | 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 on children's learning and development, both as individuals and in groups, drives program planning and implementation |
| 1.3.3 | Families are informed about the program and their child's progress |

SOURCES/RESOURCES / USEFUL LINKS

Sources

- Education and Care Services National Regulations
- Guide to the National Quality Standard
- Early Years Learning Framework
- ECA Code of Ethics. Retrieved 20 April, 2018 from <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Education and Care Services National Law Act (2010). Retrieved 20 April, 2018 from <https://www.acecqa.gov.au/nqf/national-law-regulations/national-law>
- Education and Care Services National Regulations (2018). Retrieved 20 April, 2018 from <https://www.acecqa.gov.au/nqf/national-law-regulations/national-law>

Further reading

- Hatherly, A. and Richardson, C. (2007). Building connections: assessment and evaluation revisited. In L. Keesing-Styles & H. Hedges (Eds.), *Theorising Early Childhood Practice; Emerging Dialogues* (pp. 50-70). Castle Hill, NSW: Pademelon Press.
- Kennedy, A. (2014). *Intentional teaching: acting thoughtfully, deliberately and purposefully. Research in Practice.* Deakin West, ACT: Early Childhood Australia.
- Kennedy, A. (2014). *Programs and relationships in practice. Research in Practice.* Deakin West, ACT: Early Childhood Australia.

Useful websites

- United Nations Convention on the Rights of the Child. Retrieved 20 April, 2018 from <https://www.unicef.org/crc/>





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POLICY REVIEW

The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur and any issues identified as part the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.

Date(s) reviewed: April 2019 / April 2020 / January 2021 / January 2022

