

Curriculum Policy

Published	March 2021
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Sources	<p>Education and Care Services National Regulations, October 2020</p> <p>Education and Care Services National Law, February 2018</p> <p>Guide to the Education and Care Services National Law and the Education and Care Services National Regulations, October 2017</p> <p>Guide to the National Quality Framework, January 2020</p> <p>Belonging, Being & Becoming: The Early Years Learning Framework for Australia</p> <p>Educators Belonging, Being & Becoming: Educators Guide to the Early Years Learning Framework for Australia</p> <p>The Early Years Learning Framework in Action: Educators stories and models for practice</p> <p>My Time Our Place: Framework for School Age Care in Australia</p> <p>Educators guide to My time our Place</p> <p>We Hear You – ACECQA 2017</p> <p>Talking About Practice – NQS – Professional Learning Curriculum – 2016</p> <p>Eat Smart Play Smart Guide 3rd Edition 2016 (NSW)</p>
Relevant Documents	<p>CKC Curriculum Planning and Support Tool</p> <p>CKC Curriculum Diary</p> <p>CKC Operational Diary</p> <p>CKC Supervision Plan</p> <p>CKC Educational Leader Journal</p>

Aim:

To extend and enrich children’s wellbeing and development in school age care settings through ensuring each child’s individual developmental needs are met in a caring, stimulating and supportive environment using children’s interests and intentional teaching as a vehicle for learning.

Explanation:

Children learn through play, and our role as Educators is to extend and enrich this learning on a daily basis. Each day Educators make professional judgements that are central to their role in actively facilitating children’s learning. If children are seen as active participants in their own learning, they will then be provided with the opportunities to maximise their potential and develop a foundation for future learning.

My Time Our Place: Framework for School Age Care in Australia and Becoming, Belonging & Being: The Early Years Learning Framework assists Educators to think more deeply about how they approach learning, development and care, and the way in which this guides their everyday practice and development of the curriculum.

My Time Our Place and the Early Years Learning Framework helps Educators understand that establishing respectful and meaningful relationships with the children and families attending their service is vital. The frameworks are a guide for Educators to have an understanding of specific principles and practises to support the intended outcomes of the frameworks. Using critical reflection, critical thinking and inquiry to develop a curriculum that contains relevant learning experiences using a range of ways to include each child’s learning styles.

Each Educator needs to look at the holistic nature of a child's learning, and plan accordingly. Providing sufficient and varied opportunities for play enhances each child's growth and individuality. As such the curriculum for each child is responsive to their specific needs, follows their interests, caters to their developmental level, establishes strong communication with their family, and encompasses their home and school routines and experiences with their daily care.

Educators use an ongoing cycle of planning, documenting and evaluating children's learning, as this underpins the educational curriculum, and involves educators in thinking critically about what is offered and why.

Each child's learning and developmental progress will be linked through observations, planned experiences and the Learning Outcomes, Principles and Practice of the Early Years Learning Framework and My Time Our Place. Procedures for recording and facilitating the development and education of the children will be reviewed regularly. Reviews will be conducted with feedback provided from Educators, Co-ordination Unit Staff, families and children.

Eat Smart Play Smart encourages educators to think about how nutrition and physical activity play a part in children's lives, including their physical and emotional development. Encouraging children to be involved in choices and education around healthy eating and play helps to lay the foundations for future good habits. The outcomes of the Eat Smart Play Smart curriculum complement the principles, practices and outcomes of My Time Our Place and the National Quality Standards.

Responsibilities:

Curriculum Planning

In relation to Co-ordination Unit Staff:

- Abide by their obligations under the current Education and Care Services National Law, Education and Care Services National Regulations and the National Quality Standard in relation to the delivery of an educational curriculum for all children
- Provide training opportunities for Educators to ensure developmentally appropriate curriculums are administered within the program for all children, in particular training with the Early Years Learning Framework, My Time Our Place and Eat Smart Play Smart
- Access support services to resource and support Educators in the provision of developmentally and culturally appropriate curriculums for children with additional needs
- Ensure that children and their families are supported in their individual cultural identity, home language and religious beliefs
- Ensure the designated Educational Leader oversees and guides the services curriculum design, planning and implementation
- Ensure support and input into the curriculum from an Early Childhood Teacher for children under school age, as required by the Education and Care Services National Regulations
- Respond to families and children in an un-biased and consistent manner
- Utilise parents' knowledge as well as the resources provided by professional and community organisations to ensure the curriculum is culturally relevant

In relation to the Educational Leader:

- Abide by their obligations under the current Education and Care Services National Law, Education and Care Services National Regulations and the National Quality Standard in relation to the delivery of an educational curriculum for all children
- Ensure Educators are providing a documented curriculum of activities that address the children's needs
- Ensure Educators are using the Early Years Learning Framework and/or My Time Our Place to guide their planning
- Guide the service in its journey of continuous improvement by using a variety of ways to support educators and the service, these may include:
 - Observing Educators' practice
 - Collaborating with colleagues
 - Reporting to the Service Coordinators
 - Mentoring individuals and groups
 - Planning for improvement actions
 - Researching practice and new ideas
- Utilise the Educational Leader Journal to record evidence of the support and guidance that is being offered to the team

In relation to the Responsible Person & Educators:

- Abide by their obligations under the current Education and Care Services National Law, Education and Care Services National Regulations and the National Quality Standard in relation to the delivery of an educational curriculum for all children
- Use the Early Years Learning Framework and/or My Time Our Place to guide the planned curriculum
- Maintain skills in planning children's activities and knowledge of children's development through ongoing training
- Use CKC's Curriculum Diary to record planned experiences and the Reflective Practice pages to reflect on the planned experiences and use this information to guide future curriculum planning
- Use the Children's Choice Books as a vehicle for children to guide the planning and development of future programs
- Curriculum activities are available at all times for Educators, children and families

Information Sharing

- Approved Provider, Nominated Supervisor, Co-ordination Unit Staff, Educators and families will ensure confidentiality is observed at all times
- Sharing of information will remain a vital component of each child's curriculum and will maintain a positive focus
- Approved Provider, Nominated Supervisor, Co-ordination Unit Staff, Responsible Person on Duty will have initial contact with families in relation to the requested information that they have provided the program relevant to the successful inclusion of their child into the service, (e.g.: cultural background, abilities, needs and language)
- Nominated Supervisor, Co-ordination Unit Staff, Responsible Person on Duty will seek written permission from parents to share information relating to their children, family and situation to external organisations or persons, if required

- Information relevant to a child and/or family may be shared between an Educator and Co-ordination Unit Staff, if required for the ongoing support or development of the child

Continual Monitoring and Improvement:

Continual improvement and monitoring will occur in the following ways:

- Incidental and planned consultation with families
- Co-ordination Staff accessing current relevant information
- Co-ordination Staff and Educators accessing current and relevant training
- Internal evaluation of incidences and the improvement of systems

Policy Review

Date Revised	Comments
September 2017	Reviewed in the light of new legislation
September 2019	Scheduled Policy Review – No changes made
August 2020	Changed Policy name to “Curriculum Policy”, updated to meet current needs, developed a Curriculum Planning Tool to go hand in hand with the policy
September 2020	Added extra information about the Educational Leaders role
March 2021	Scheduled Policy Review – Updated sources, added information about Children’s Choice Book