

Curriculum Planning & Review Policy

**Date:** March 2001, Revised 1/11/05, Reviewed 14/10/08, Revised 18/02/11, Reviewed & Revised 25/07/13, Reviewed 30/10/15, revised 18/01/16, revised 24/06/2020

**Approved by Management Committee** \_\_\_\_\_ **Date** \_\_\_\_\_

**Aim:**

Our centre aims to provide a curriculum that:

1. Encourages children to be actively involved in the learning process, to experience a variety of developmentally appropriate activities and materials and to pursue their own interests in the context of their life within the local and wider community;
2. Nurtures the ability to self-regulate, sustained shared thinking, creativeness, language skills, negotiation, problem solving, critical thinking and a positive attitude toward learning;
3. Familiarises educators and families with the ethos and importance around outdoor education; Recognises that the environment, both in and outdoors, is part of the curriculum when planning. We need to consider the health, safety **and** learning opportunities for all children, across all areas of learning and provide an environment which reflects cultural and family values;
4. Assists with maintaining a consistent approach despite staff turnover;
5. Ensures high quality is maintained;
6. Communicates with families about physical activity, gross motor skill development, fundamental; movement skills (FMS) development and limiting small screen recreation and sedentary behaviour;
7. That supports risky play in a safe supportive environment
8. Uses everyday routines as opportunities for learning and routines are organised in ways which maximise each child's learning
9. Uses critical reflection to inform program and practice

**Background:**

University Preschool & Child Care Centre uses the Early Years Learning Framework (EYLF) – Being, Belonging, Becoming as a basis for curriculum planning. This is a National Curriculum Framework that was endorsed by the National Government in July 2009 for implementation in all early childhood programs across Australia. Educators also use the National Quality Standards, Quality Area 1: Educational Program and Practice, to guide curriculum decisions. Our program is play-based which encourages children to engage with the resources and activities that interest them, this choice fosters children's agency, autonomy and positive learning dispositions. Using the children's interests as a starting point our educators then use intentional teaching techniques to facilitate and encourage the children to explore and extend their knowledge, thinking and skills.

As Educators, we understand that it is vital for children to continually test the limits of their physical, intellectual and emotional capacities and allow children the freedom to take risks in their play, while balancing the need for children to be safe. Children need the chance to learn from their mistakes, 'have a go', problem solve and try something different. We call these positive learning dispositions. Educators are to be available to give children a guiding hand to persist, self-assess and provide opportunities to practice and learn through play and staff will be particularly aware of the possible risks to the children.

University Preschool and Child Care Centre also follows the Australian Government Department of Health and Ageing (2009) *Get Up & Grow: healthy eating and physical activity for early childhood*, Recommendations that:

**Babies from birth- 1 year should:**

- Be encouraged to be physically active from birth.
- Not be inactive for more than one hour at a time except for sleeping.
- Not spend any time watching television or using other electronic media (DVD's, computer and other electronic games).

**Children aged 1-2 years should:**

- Be physically active every day for at least three hours, spread throughout the day.
- Not be sedentary for more than one hour at a time except for sleeping.
- Not spend any time watching television or using other electronic media (DVD's, computer and other electronic games).

**Children aged 2-3 and 3-5 years should:**

- Be physically active every day for three hours spread throughout the day.
- Not be sedentary for more than one hour at a time except for sleeping.
- Be limited in their watching of television and use of other electronic media (DVD's, computer and other electronic games) to less than one hour a day.

**Policy Statement**

We believe that a high-quality early childhood Curriculum provides a safe and nurturing environment that meets the individual needs and promotes the physical, social, emotional and cognitive development of all children.

We believe that planning for all activities needs to be in curriculum-based learning outcomes.

We believe that outdoor curriculum requires as much planning for learning as indoors.

**Linked Policies:**

Mission Statement & Philosophy

Anti Bias Policy

Cultural Diversity Policy

Inclusion of Children with Special Needs Policy

**Implementation:**

Curriculum Planning

1. All educators will work as a team in preparing and implementing the curriculum. The curriculum will be planned to reflect the centre philosophy and orientated toward children's learning outcomes.
2. Educators will use the curriculum to plan realistic learning outcomes for the children based on observation and reflection of individual needs and interests. Educators will keep an individual portfolio on all children which will include ongoing assessments of learning and twice yearly learning summaries.
3. Parents will be encouraged to provide background information on their child's routines and interests. They will also be encouraged to contribute information/stories about their family culture, special events, holidays, etc.
4. Educators will seek and include children's interests, thoughts and ideas when planning the curriculum.
5. Each room will maintain and display their program that provides records of children's learning for the parents' information and comment.
6. Educators will organise the learning environment so that it is inclusive, promotes Excellence, supports independent exploration and encourages learning through play.
7. Educators will provide an environment that allows children to continually test the limits of their physical, intellectual and emotional capacities, as well as allows children the freedom to take risks in their play, while balancing the need for children to be safe.
8. Educators will ensure that the outdoor environment provides open-ended, dynamic and varied opportunities, which are unpredictable and provides rich opportunities for learning, problem-solving, developing social competence, safe risk taking and confidence.
9. Educators will continually reflect on how the environment can be changed or activities modified to better cater for the learning and developmental needs of all individual children, especially those children with special needs or disabilities. Where necessary educators will seek parental permission to enable them to access help and advice from professionals (speech pathologists, physiotherapists, psychologists) when working with children with special needs and/or disabilities.
10. The program will be planned to provide a balance of experiences:
  - a) Indoor/outdoor
  - b) Active/passive
  - c) Individual/small group/large group
  - d) Large muscle/small muscle
  - e) Child led/teacher directed
11. Materials and equipment will reflect the cultural diversity that exists in our society and will avoid Cultural and Gender stereotyping of any group.

12. Educators will provide large blocks of indoor and outdoor time to ensure that all children have the opportunity to be involved in physically active play.
13. Educators will provide a variety of materials, equipment and resources to encourage children to participate in self-directed, exploratory, learning and make choices that will extend and challenge their learning. The aim will be to achieve the following learning outcomes:
  - a) Foster positive self-identity;
  - b) Develop social skills;
  - c) Encourage children to think, reason, question and experiment;
  - d) Encourage language development;
  - e) Enhance physical development and skills;
  - f) Encourage and demonstrate sound health, safety and nutritional practices;
  - g) Encourage creative expression;
  - h) Respect cultural diversity of staff and children; and
  - i) Respect gender diversity.
14. To enhance their outdoor experiences the materials/resources that are provided will include elements from the natural environment to promote the children's interest in nature and the environment
15. Educators will respect the child's right to choose not to participate in planned activities
16. The Indoor/Outdoor program lessens the need for children to queue and wait during transitions. The use of whole group transitions will be minimised and will be integrated into the program as learning opportunities. Children will be given ample warning prior to a transition to allow time for them to complete their activity
17. The Curriculum will be flexible to allow planned or routine activities to be changed according to the needs and interests of the children and to adjust for unplanned situations, e.g. weather changes.
18. Routine tasks – tidying, toileting, eating, resting, will be incorporated into the program as a means of furthering children's learning of self-help and social skills. Educators will convey to parents what their expectations are for individual children so that parents can reinforce this learning in the home.
19. Appropriate educator/child ratios, according to the National Quality Standards will be maintained at the Centre at all times.

### **Risky Play**

As part of UPCCC's support for risky play, the curriculum will include elements such as fire and water. These experiences open up further opportunities for children to learn about science, health and safety and fosters children's curiosity and confidence being around these elements safely.

1. A comprehensive risk assessment is completed prior to these learning experiences and ongoingly reviewed.
2. ACT Emergency Services Agency fire ban will be adhered to as well as Fire Services instructions.
3. Families will be informed of the teacher's rationale and intentions prior to experiences however, we will take advantage of spontaneous teachable moments.
4. Designated fire pits will be used for all open fire experiences.
5. All fires are to be extinguished before leaving area. Means of extinguishing such as water or fire extinguisher will be accessible whenever there is a fire experience.
6. The ratio for children involved in fire learning experiences will be: Children under 2 will be 1:2, over 2 years of age will be 1:4 and children over 3 will be 1:8. Gumnut aged children will be 1:1 experience.
7. When candles are used, an educator must be within arm's reach. Candles must be contained in enclosed holder.

### **Review of the Curriculum will:**

1. Be ongoing and continuous.
2. Use information gathered to improve overall Curriculum quality and service provision.

3. Involve input from:

**i. Children –**

- a Educators will observe and reflect on all children to ensure that their interests are incorporated into curriculum-based activities; and
- b Educator's will ask the children for suggestions on activities and resources they would like included.

**ii. Educators and Director –**

- a will review the Mission Statement, Philosophy, Aims of the Centre and Section Aims annually;
- b Will discuss and reflect on aspects of the Centre curriculum during regular staff meetings;
- c Educators in each section will be provided with time to meet and reflect on the curriculum in their section before general staff meetings;
- d Level 4/5 meetings will be held monthly– these meetings will discuss and reflect on how we information on the children is gathered, how this information is record, how group and individual children's programs is communicated to parents and how we seek input from parents into the group and individual children's programs;
- e All Educators will continually reflect on and discuss all aspects of the curriculum presented to the children in their group. The children's responses to the curriculum - their interests and overall development and ideas for extending the children or changing the environment to ensure that the curriculum remains relevant to the children's developing needs will be noted and recorded;
- f Group leaders will continually reflect on all the information gathered on each individual child and record observations in the child's Educational Portfolio on their developmental progress, their interests, etc. Children's Educational Portfolios will be available to their parents at all times. All educators are required to contribute to the observation, assessment and planning for each child; and
- g Policies under review will be displayed in the Staff room and input will be sought from staff. Time will also be set aside at the Staff Meetings to discuss policies under review.

**iii. Parents –**

- a On enrolment, all parents will receive information on our Curriculum, how we program for the children and how they are able to provide input into this process.
- b All parents will have access to their children's individual Educational Portfolios and will be asked to add comments and ideas to these;
- c Parents will be informed via the newsletter when the Centre Mission Statement, Philosophy and Aims are being review and will be invited to comment on these;
- d Parents will be informed via the newsletter of the policies that are under review and will be invited to comment on these;
- e Parents will be informed that they may ask to make an appointment with a staff member to discuss their child at any time;
- f During the year opportunities will be provided for formal parent/Educator interviews for any parents wishing to take up this opportunity. Parents will be notified of this via the newsletter and by email.
- g All new parents will be surveyed after starting at the Centre asking for input about their orientation experience, the quality of programs, communication and the professionalism of staff & Educators;
- h All parents will be surveyed at least once a year for their input on the quality of program, communication and staff/Educator professionalism; and
- i Surveys will be collated and results will be presented at Management Committee Meetings.

**iv. Specialists involved in providing support for children with special needs.**

- a With the permission of the child's parents, Educators will consult with any specialists involved in supporting the child when planning activities for that child;

- b Specialists, Educators and parents will meet periodically to discuss the overall progress of the child and future planning for the child; and
- c In consultation with the parents, specialists involved in supporting a child attending the Centre may be invited to a staff meeting to provide information and training to staff in any specific procedures/strategies to support the child while they are at the Centre.

## References

The State of South Australia, Department of Education and Children's Services, (2008) *Assessing for Learning and Development in the Early Years using Observation Scales: Reflect Respect Relate*

Australian Children's Education & Care Quality Authority (2011), National Quality Framework Resource Kit, *Guide to the National Law and Regulations & Guide to National Quality Standards*.

Australian Children's Education & Care Quality Authority. (nd) *Guidelines for documenting children's learning*. Retrieved from <https://www.acecqa.gov.au/sites/default/files/2018-01/GuidelinesForDocumentingChildrensLearning%20.pdf> on 1/10/2019

Australian Government Department of Health and Ageing (2009) *Get Up & Grow: healthy eating and physical activity for early childhood*. Retrieved from: [http://www.health.gov.au/internet/main/publishing.nsf/content/F5698F4E9CB73B94CA257BF000217BF6/\\$File/HEPA%20-%20B5%20Book%20-%20Family%20Book\\_LR.pdf](http://www.health.gov.au/internet/main/publishing.nsf/content/F5698F4E9CB73B94CA257BF000217BF6/$File/HEPA%20-%20B5%20Book%20-%20Family%20Book_LR.pdf) on 5/2/2019

Barnes, Heather. (2013). EYLF PLP e-Newsletter No. 57. *Planning the Program*. Canberra, ACT: ECA. Retrieved from [http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2013/07/NQS\\_PLP\\_E-Newsletter\\_No57.pdf](http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2013/07/NQS_PLP_E-Newsletter_No57.pdf) on 5/2/2019

Childspace Early Childhood Institute. (2018) *Example Policies for Early childhood Education*. Childspace; Wellington, New Zealand

Department of Education, Employment and Workplace Relations, (2010). *Belonging, Being & Becoming, The Early Years Learning Framework for Australia*, Commonwealth of Australia

Early Childhood Australia - National Quality Standard, Professional Learning Program—e-Newsletter No. 30, 2012 - *An Environment for learning* – accessed from <https://www.echr.edu.au/resources/detail/index/nqsplp-e-newsletter-no.30-2012-an-environment-for-learning> on 5/02/2019

Early Childhood Australia - National Quality Standard, Professional Learning Program—e-Newsletter No 58, 2013. *Talking about practice: Adventurous play— Developing a culture of risky play*. Retrieved from [http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2013/07/NQS\\_PLP\\_E-Newsletter\\_No58.pdf](http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2013/07/NQS_PLP_E-Newsletter_No58.pdf) on 5/02/2019

Fleer, M., Edwards, S., Hammer, M., Kennedy, A., Ridgway, A., Robbins, J., & Surman, L. (2006). *Early childhood learning communities: Sociocultural research in practice*. NSW: Pearson Education Australia.

Kids At Play Website, accessed on 5/02/19 <https://goodhabitsforlife.act.gov.au/kids-at-play/>

Kids at Play Active Play (KAPAP) Early Childhood Education and Care Leader Training 2015

Millikan, J. (2003). *Reflections: Reggio Emilia principles within Australian contexts*. NSW: Pademelon Press.

Ministry of Education (NZ) (1996) – *Te Whariki, Early Childhood Curriculum*, Learning Media Limited, Wellington, New Zealand

Owens, A. (2007). Keeping developmental records. *Family Day Care Quality Assurance Factsheet #12*. NSW: National Childcare Accreditation Council Inc.

Stonehouse, A., & Gonzalez-Mena, J. (2004). *Making links: A collaborative approach to planning and practice in early childhood services*. NSW: Pademelon Press.

Stonehouse, A. (2001) *NSW Curriculum Framework for Children's Services, the Practice of Relationships*, NSW Department Community Services – Office of Childcare

Szarkowicz, D. (2006). *Observations and reflections in childhood*. Victoria: Thomson Social Science Press.

**Review Date:** June 2022