

BEACONSFIELD KINDERGARTEN INC.

CURRICULUM DEVELOPMENT POLICY

Best Practice – Quality Area 1

PURPOSE

This policy will provide guidelines to ensure that the educational program (curriculum) and practice at Beaconsfield Kindergarten is:

- based on an approved learning framework
- centred on child’s learning, development, wellbeing and safety
- designed to take into account the individual differences of each child
- underpinned by critical reflection and careful planning
- based on the developmental needs, interests and experiences of each child
- stimulating, engaging and enhances children’s learning and development.

POLICY STATEMENT

VALUES

Beaconsfield Kindergarten Inc. is committed to:

- providing an educational program that is based on reflective practice, critical analysis and planning
- supporting each child to achieve learning outcomes consistent with the national *Early Years Learning Framework V2.0* and/or the *Victorian Early Years Learning and Development Framework* (refer to *Sources*)
- providing an educational program where children can learn through play and are supported to make decisions, problem-solve and build relationships with others
- creating an environment that supports, reflects and promotes equitable and inclusive behaviours and practices
- involving families in the development and review of educational program and practice.

SCOPE

This policy applies to the Approved Provider, Persons with Management and Control, Nominated Supervisor, Person in Day-to-Day Charge, educators, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of Beaconsfield Kindergarten Inc., including during offsite excursions and learning experiences.

RESPONSIBILITIES

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
Ensuring that the educational program is:	R	R	√		√

<ul style="list-style-type: none"> • based on an approved learning framework (<i>refer to Definitions</i>); • delivered in a manner that accords with the approved learning framework; • based on the developmental needs, interests and experiences of each child; • designed to take into account the individual differences of each child (<i>National Law: Section 168</i>) • stimulating and engaging, and enhances children’s learning and development 					
<p>Ensuring the educational program contributes to each child:</p> <ul style="list-style-type: none"> • developing a strong sense of identity • being connected with, and contributing to, their world • having a strong sense of wellbeing • being a confident and involved learner • being an effective communicator (<i>Regulation 73</i>) 	R	√	√		√
<p>Designating a suitably qualified and experienced Educational Leader to direct the development and implementation of educational programs at the service (<i>Regulation 118</i>) and ensuring the staff record includes the name of the Educational Leader at the service (<i>Regulation 148</i>)</p>	R	√			
<p>Ensuring that the service’s philosophy guides educational program and practice</p>	R	R	√		√
<p>Ensuring that assessments of each child’s learning, development, needs, interests, experiences and participation in the educational program are documented (<i>Regulation 74(1)(a)(i)</i>)</p>	R	√	√		√
<p>Ensuring that assessments of the child’s progress against the outcomes of the educational program are documented (<i>Regulation 74(1)(a)(ii)</i>)</p>	R	√	√		√
<p>Ensuring documentation of assessments includes reflection on the period of time the child is at the service, and how documented information will be used by educators at the service (<i>Regulation 74(2)(a)(i)&(ii)</i>)</p>	R	√	√		√
<p>Ensuring documentation is written in plain language and is easy to understand by both educators and families (<i>Regulation 74(2)(b)</i>)</p>	R	√	√		√
<p>Ensuring that there is a record of learning and development for each child, and that it is updated and maintained on an ongoing basis</p>	R	√	√		√
<p>Ensuring a copy of the educational program is displayed at the service and accessible to families (<i>Regulation 75</i>)</p>	R	√	√		√
<p>Ensuring that families are provided with information about the content and implementation of the educational program, their child’s participation in the program and documentation relating to assessments or evaluations of their child (<i>Regulation 76</i>)</p>	R	√	√		√
<p>Ensuring regular communication is established between the service and families, and they are informed about their child's learning, development and progress</p>	√	√	√	√	√

Undertaking critical reflection on children’s learning and development, both as individuals and in groups, that drives program planning and implementation		√	√		√
Developing and evaluating the educational program in collaboration with the Nominated Supervisor, educators, children and families.		√	√	√	√

BACKGROUND AND LEGISLATION

Background

The *Education and Care Services National Law Act 2010* (National Law) requires services to deliver an educational program (curriculum) that is based on an approved learning framework. In Victoria, approved learning frameworks for the early childhood sector are the *Early Years Learning Framework 2022 V2 (Belonging, Being & Becoming)* (refer to Sources), and the *Victorian Early Years Learning and Development Framework* (refer to Sources). These Frameworks are underpinned by contemporary theory and research evidence and provide educators with a thorough understanding of the pedagogical approach to early childhood curriculum in Australia. Please note that it is a funding requirement that Victorian services use the *Victorian Early Years Learning and Development Framework*.

Part 4.1 of the *Education and Care Services National Regulations 2011* (National Regulations) outlines the operational requirements for educational program and practice within services, including the requirements for documentation of assessments in relation to the educational program. There is no prescribed method in the *National Law* or *National Regulations* for documenting assessment of children’s learning. Educators’ daily practice and curriculum decision-making should be guided by an approved learning framework. An approved learning framework provides broad direction for educators to facilitate children’s learning. Each service must determine a method that suits their individual circumstances. To meet the documentation requirements of the *National Regulations*, the assessment must include an analysis of children’s learning. Collecting this information enables educators to plan effectively for each child’s learning and development. It can also be used by educators to stimulate reflection on their own values, beliefs and teaching practices, and to communicate about children’s learning with children and their families.

The *National Regulations* require the appointment of an Educational Leader to lead and support the development and implementation of the educational program (or curriculum) at the service (*Regulation 118*). This person will have suitable qualifications and experience, as well as a thorough understanding of the *Early Years Learning Framework V2* and/or the *Victorian Early Years Learning and Development Framework*, enabling them to guide other educators in planning and reflection, and to mentor colleagues in implementation practices (*Guide to the Education and Care Services National Law and the Education and Care Services National Regulations*, p85 – refer to Sources).

The aim of Quality Area 1: Educational Program and Practice of the *National Quality Standard* is to ensure that the educational program and practice is stimulating and engaging and enhances children’s learning and development.

The educational program must also be underpinned by the service’s philosophy.

Legislation and standards

Relevant legislation and standards include but are not limited to:

- *Education and Care Services National Law Act 2010*
- *Education and Care Services National Regulations 2011*
- *National Quality Standard*, including Quality Area 1: Educational Program and Practice

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: <http://www.legislation.vic.gov.au/>
- Commonwealth Legislation – ComLaw: <http://www.comlaw.gov.au/>

DEFINITIONS

The terms defined in this section relate specifically to this policy. For commonly used terms e.g. Approved Provider, Nominated Supervisor, Regulatory Authority etc. refer to the *General Definitions* section of this manual.

Approved learning framework: a guide which provides a vision for learning, pedagogical principles, practices and general goals or outcomes for children’s learning and how they might be attained. It provides a scaffold to assist educators to develop their own, more detailed curriculum relevant to their setting and the children and families attending. *The Early Years Learning Framework V2 (Belonging, Being & Becoming)*, the *Victorian Early Years Learning and Development Framework* and *My Time, Our Place V2; Framework for School Age Care in Australia* are approved learning frameworks for use in Victoria (refer to Sources).



Victorian Early Years Learning and Development Framework



The Early Years Learning Framework 2022 V2 (Belonging, Being & Becoming)



My Time, Our Place; Framework for School Age Care in Australia 2022 V2

Critical reflection: a meaning-making process that assists informing future practice in ways that demonstrate an understanding of each child’s learning, development and wellbeing and implications for equity and social justice. It involves examining and analysing events, experiences and practices from a range of perspectives to inform future planning and decision-making (*Early Years Learning Framework 2022 V2 – refer to Sources*).

Curriculum: In the early childhood setting curriculum includes all interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children’s learning and development (*Early Years Learning Framework 2022 V2 – refer to Sources*; adapted from *Te Whariki*).

Each child: A phrase used in the *National Quality Standard* when an individualised approach is warranted and educators are required to modify their response to meet the needs of an individual child. An example is ‘each child’s current knowledge, ideas, culture and interests provide the foundation for the program’.

Educational program: a program referred to in section 168 of the Law. An educational program is to contribute to the following outcomes for each child:

- the child will have a strong sense of identity;
- the child will be connected with and contribute to his or her world;
- the child will have a strong sense of wellbeing;
- the child will be a confident and involved learner;
- the child will be an effective communicator.

Educational Leader: The Approved Provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, co-ordinator or other individual to lead the development and implementation of educational programs at the service (Regulation 118). This person must have a thorough understanding of the *Early Years Learning Framework* (or other approved learning framework), be able to guide other educators in their planning and reflection, and mentor colleagues in the implementation of their practice.

Learning: The process of gaining knowledge, skills and dispositions and from birth children naturally use exploration to expand their intellectual, physical, social, emotional and creative capacities. Life-long learning is acknowledged as a self-motivated process that extends intellectual, vocational and personal horizons which begins in early childhood and is continued throughout life. (*Early Years Learning Framework 2022 V2 – refer to Sources*).

Learning framework: Refer to approved learning framework above.

Learning outcome: A skill, knowledge or disposition that educators can actively promote in early childhood settings, in collaboration with children and families.

Learning relationships: Relationships that further children’s learning and development. Both adult and child have intent to learn from one another.

Play-based learning: A context for learning through which children organise and make sense of their social world as they engage actively with people, objects and representations.

SOURCES AND RELATED POLICIES

Sources

- *Belonging, Being & Becoming – The Early Years Learning Framework for Australia V2:* <https://www.acecqa.gov.au/ngf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia Professional Learning Modules <https://learninghub.earlychildhoodaustralia.org.au/modules/>
- *Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011*, ACECQA: www.acecqa.gov.au
- *Guide to the National Quality Standard*, ACECQA: www.acecqa.gov.au
- *Marrung – Aboriginal Education Plan 2016 – 2026* <https://www.education.vic.gov.au/about/programs/Pages/marrung.aspx>
- *National Quality Standard Professional Learning Program:* www.earlychildhoodaustralia.org.au
- *Victorian Early Years Learning and Development Framework:* www.education.vic.gov.au
- *Victorian Early Years Learning and Development Framework – Resources for Professionals:* www.education.vic.gov.au

Service policies

- *Child Safe Environment Policy*
 - *Code of Conduct Policy*
 - *Environmental Sustainability Policy*
 - *Inclusion and Equity Policy*
 - *Interactions with Children Policy*
 - *Nutrition, Active Play & Oral Health Policy*
 - *Participation of Volunteers and Students Policy*
 - *Road Safety and Safe Transport Policy*
 - *Sun Protection Policy*
 - *Supervision of Children Policy*
 - *Water Safety Policy*
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EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service’s policy review cycle, or as required
- notify parents/guardians at least 14 days before making any changes to this policy or its procedures unless a lesser period is necessary due to risk (*Regulation 172 (2)*).

ATTACHMENTS

- Nil

AUTHORISATION

This policy was adopted by the Approved Provider of Beaconsfield Kindergarten Inc. on Tuesday, 17th November, 2015.

REVIEW DATE: 18/03/2024

REVIEW FREQUENCY: Yearly

NEXT REVIEW DUE: May 2025