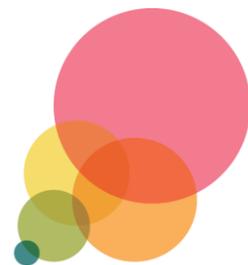




# QA 1 POLICY

## CURRICULUM



**unicare**  
early childhood education

Darlmoorluk – 28 Parrot

Artist: Aaron Sutton

# Quality Area 1 Policies, Procedures and Learning

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## Policy: Curriculum

### Policy statement

Our curriculum is play based and acknowledges that play is a purposeful activity. We provide a rich environment which respects children’s learning through play, as play is a powerful arena for developing relationships, learning new skills, making sense of the world and for fun and relaxation. [Per Lennie Barblett via ECA]

Our curriculum practice views children as capable and competent learners who have agency and learn best through a child focused, play-based program.

We apply the Early Years Learning Framework which acknowledges the importance of intentionality including opportunities for children to progress towards the learning outcomes.

We follow the ACECQA assessment and planning cycle. Every Educator participates in this:



We observe children and document their learning. The documentation is gathered in a variety of ways and from a variety of sources including the child’s family and discusses the children’s progress towards the learning outcomes. This informs and supports the planning that establishes further learning goals.

We regularly review our practice, systems, and processes through our reflective practice and supported by the work of the Educational Leader. Our learning on curriculum is a compulsory part of our continuous professional development.

### Legislative requirements

When we begin – our philosophy and practice

- QA 1.1.1
- QA 1.1.2
- QA 1.3
- QA 7.1.1

Understanding the Frameworks

- EYLF
- QA 1.1.1
- Section 168 Programs
- Regulation 73 Program

Living the cycle

- QA 1.3.1 and related
  - QA 7.2.2 Educational Leadership
  - Regulation 74
- Documenting of child assessments or evaluations for delivery of educational program

Making learning obvious – our documentation

- QA 1.3.1 and related
  - QA 7.2.2 Educational Leadership
  - Regulation 74
- Documenting of child assessments or evaluations for delivery of educational program

Play, guiding and analysing play

- QA 1.2.2 and related
- QA 3.2.2

Each child’s development

- QA 1.1.2 and related

Inclusion

- QA 6.2.2; 1.3.2; 3.2.1; 4.1.1; 4.2.1

## Principles to inform the policy

Our approach is outlined in detail in the Unicare Curriculum Guide. Our approach is derived from:

- Principle 1:** We recognise that each child is capable.
- Principle 2:** We recognise the rights of each child.
- Principle 3:** We seek to develop a relational approach.
- Principle 4:** Educators create emotionally safe environments where children are not only engaged but immersed in play.

## Key terms

- Curriculum** is defined as everything we do for the children within the Service that contributes to the child's learning. [Per the Early Years Learning Framework]
- Program** is the individual or group plan within the curriculum.

## Professional learning

- Curriculum and programming is a compulsory element within a new staff member's orientation.
- Our learning on curriculum is a compulsory part of our continuous professional development.

## Links to other policies and resources

- Philosophy
- Enrolment
- Inclusion
- Child protection
- Recruitment
- Orientation
  
- Unicare curriculum guide
- Unicare programming templates
- Quality Improvement Plan

## Policy created and reviewed

Date	Review reason and date	Links updated	Authorised



## Procedure: Curriculum

### Reference

- Curriculum policy
- Unicare Curriculum Guide

### Procedures

- Undertake Centre professional learning to the system annually
- Understand the time and resources available – schedule any planning time
- Gather data, gather observations from team, research questions, consult with parents and team
- Analyse data gathered and begin planning
- Finalise planning and resource it
- Discuss the plans with team and when agreed, finalise, and submit plans to the Educational Leader
- When conformed by the Educational Leader, discuss plans with focus families and families overall
- Finalise resources and prepare for implementation including undertaking any professional learning or reflective practice required to support implementation.
- Reflect and review
- Consult with the Educational Leader at need.

### Roles and responsibilities

#### Parent responsibilities

Parents will be provided with a range of ways to have input into the curriculum that is developed for their child and will be supported as they do so. Parents are asked to support their children to give input into their own program.

#### Service responsibilities

The Service will consistently resource time for curriculum planning and keep records of this, for their Educational Leader and staff to discuss and develop programs, and to reflect and evaluate their outcome. The Service will provide staff adequate resources and professional development for programming.

#### Educator responsibilities

All Educators are to use the agreed curriculum methodology as outlined in the Unicare Curriculum Guide. The curriculum is enabled through agreed understandings of the principles and practices necessary for the learning outcomes described in the Approved Learning Frameworks. To support this, all Educators will participate in ongoing professional learning.

Educators work with families and the children to organise and support experiences that enable children to learn in ways that are meaningful to themselves. The curriculum will respond to children's interests, children's development and learning, the child's environment and community and will understand the parent's aspirations for their child.

Educators should maximise the use of the allocated time and resources, and report to the Educational Leader if they have any issues with the curriculum

### Links to other policies and procedures

Philosophy  
Enrolment  
Inclusion

Child protection  
Recruitment  
Orientation

Unicare curriculum guide  
Unicare templates  
Quality Improvement Plan



## Procedure: Routines

### Reference

- Curriculum policy
- Unicare Curriculum Guide

### Procedures

- Undertake Centre professional learning relating to the value of a child's routine
- Understand the practices of routine in your area
- Work with an established room team member to ensure your routines are appropriate
- Reflect and review
- Consult with the Educational Leader at need.

### Roles and responsibilities

#### Parent's responsibilities

Parents will provide information to assist Educators to plan their child's day and support the Educators as they plan to provide appropriate attention to the individual needs of a child, for example the timing of medication, food or rest.

#### Service responsibilities

The Service will orient and educate staff to ensure that needs of individual children will be catered for as far as is possible and by making sure that routines are flexible.

The Service will ensure parents are aware of the routines embedded within their child's day and that they are aware of the flexible environment at the Service.

#### Educator responsibilities

Educators will continually review the day to assess whether there will be enough time for children to accomplish a satisfying outcome to the experience or activities underway, mindful that play and experiences may span several sessions or days.

The room day will be arranged to provide flexibility in rest, as well as group and individual activities within a secure time framework.

The routine elements of the day are the focus of planning and purpose in the same way that the programmed activities are. These personal and group encounters and experiences will be opportunities to experience, discuss, think and extend the children's learning.

#### Professional practice note

Rigid fixed timetables are not appropriate for environments that cater for the needs of children, however, flexible routines provide the predictability and security that is necessary for children. Routines offer powerful learning opportunities and must be considered in the cultural context. (EYLF Page 12)(FSAC Page 11).

### Links to other policies and procedures

Philosophy  
Enrolment  
Inclusion

Child protection  
Recruitment  
Orientation

Unicare curriculum guide  
Unicare templates  
Quality Improvement Plan



## Procedure: The learning environment

### Reference

- Curriculum policy
- Unicare Curriculum Guide

### Procedures

- Undertake Centre professional learning relating to the environment as the third teacher
- Understand the environment design principles in your area including supervision, and programming to use the environment
- Work with an established room team member to ensure your resourcing in the environment is appropriate
- Reflect and review
- Consult with the Educational Leader at need.

### Roles and responsibilities

#### Parent's responsibilities

Parents are asked to contribute information on the type of environment they want for their child and where possible, support the staff through sharing ideas, cultural information and relevant information from school and health professional they may be consulting for their child.

#### Service responsibilities

Unicare will promote its' environmental approach through the internal Attenborough program. See the Unicare Curriculum Guide for more information.

We will select and use resources that reflect the philosophy of the Centre, the diversity of the local community and promote their use and access according to the children's needs and interest.

The Service will promote interaction with and understanding of the natural world that draws on learning from the local Aboriginal community learning, and respects the sustainability needs of our environment for the future.

The Service recognises that resources that are broken, in poor repair or unsafe pose a risk to the child and Educators and add nothing to a child's interest or engagement in learning, rest or fun. Therefore, the Service manages a maintenance program which seeks to ensure a safe environment through reception.

#### Educator responsibilities

The setup of the environment will be planned as a group, with clear agreed purpose on each of the elements and areas. Educators are responsible for arranging an inviting environment to encourage children's interest and exploration and experimentation.

Each element and area will be reviewed for its effectiveness in-agreed timeframes or as needed. The environment will be reviewed to ensure that it is inclusive of all children and does not exclude children.

**See also the 'Natural Environment' policy in QA 3**

## Links to other policies and procedures

Philosophy  
Enrolment  
Inclusion

Child protection  
Recruitment  
Orientation  
QA 2 Policies

Unicare curriculum guide  
Unicare templates  
Quality Improvement Plan



## Procedure: Incursions and excursions

### Reference

- Curriculum policy
- Unicare Curriculum Guide

### Roles and responsibilities

#### Parent's responsibilities

Parents are asked to participate in discussions about their child's incursions and excursions to ensure they are clear on what is being planned.

If participating in an excursion, parents are asked to prepare with staff to ensure that they know the requirements of the service.

#### Service responsibilities

Educators must involve parents and children in the planning for the incursion or excursion. The planning must indicate a clear purpose, or purposes, involve the children in planning stages and discussions and take into account individual children's interests, developmental level, cultural needs, any additional needs and must place the excursion within the context of engaging with the community.

### RISK ASSESSMENT

#### Parent's responsibilities

Parents will provide information to assist Educators and provide information on the individual needs of their child, for example interests, skills, fears, and supervision needs.

#### Service responsibilities

The excursion or incursion cannot be undertaken without a risk assessment being carried out according to the Unicare risk template and then that risk assessment being signed off by the Nominated Supervisor. The risk assessment must be prepared by at least one of the people who are participating in the incursion or excursion.

All staff must be aware of the risk assessment, have an understanding of the key risk factors and be fully aware of risk mitigation steps as well as any emergency strategies.

For incursions the risk assessment will be as per the service template, but must include consideration of the purpose, what the parties will be doing and saying with the children, what they will be bringing, health and safety considerations and any additional incursion supervision needs.

For excursions a staff member will also always have considered the transport stages in detail and visited the proposed venue, assessed its risk factors and planned for any risk mitigation according to the risk assessment form.

### INCURSIONS

#### Parent's responsibilities

Parents are asked to make themselves aware of the details of the incursion and ask any questions before the event to ensure that they are giving informed consent. Parents must give permission in writing.

Parents who are involved the incursion are asked to make themselves aware of the requirements of the service in relation to the incursion and its purpose and to adhere to those requirements throughout the session. This includes, but is not limited to, never being alone with any child other than their own child.

### **Service responsibilities**

For incursions planning must include consideration of the purpose, what the parties will be doing and saying to the children, what they will be bringing and extra incursion supervision needs.

Provide a brief outline of the conduct of the excursion/incursion to staff and additional helpers (parents or volunteers) about the purpose, potential supervision issues, timing etc

## **EXCURSIONS**

### **Parent's responsibilities**

Parents must give permission in writing. Parents who are involved in an excursion must participate in the service *orientation to assisting with excursions* and be made aware of the service requirements. Indications that the parent is not willing to comply with requirements must result in their non-participation.

### **Service responsibilities**

For excursions, the service must ensure that planning must include consideration of route and transport in detail. A recent visit to the proposed venue must have been made, assessed for its risk factors and planned for any risk mitigation according to the risk assessment form.

Provide a brief outline of the conduct of the excursion/incursion to staff and additional helpers (parents or volunteers) about the purpose, requirements and potential supervision issues, timing etc.

### **Routine Outings**

Routine or regular outings are those which take place in the area where the service is located or within the local neighbourhood and means a walk, drive or trip to and from a destination that the service visits regularly as part of its educational program; and where the circumstances relevant to the risk assessment are the same on each outing. In this case an initial risk assessment is done and unless the circumstances change, this carries through the year.

### **Professional practice note**

Incursions and excursions represent opportunities and risks for staff, children and parents. Sound practice requires that all staff are aware of the requirements for each. It is therefore considered sound practice to orient new and volunteer staff to the required procedures and safety processes. Further, it is recommended that staff undertake a repeat orientation to excursion and incursion procedures annually. **Resources** we use for planning the excursions and incursions are:

- Service based checklists and forms\***
- Information on individual children and their families
- Guide to the National Quality Standard
- Current program and curriculum plans – purpose and expected outcomes
- Outcomes from review of previous excursions or incursions.

# Policy and procedure learning and reflective practice: Curriculum

## Introduction

The requirements of the National Quality Framework on an education and care service in the area of Curriculum are outlined across in the Education and Care Services National Law and Regulations, the Learning Frameworks and on professional requirements from the National Quality Standards, teaching standards and Teacher Registration Boards. Core references are given in the main reference list is at the back of the Manual, however the reader should consider the references that apply for their local situation.

The National (Early Childhood Australia) Code of Ethics is an important part of this work.

## Critical areas of concern

Before reading this section of policies, it is valuable to consider the following from the United Nations Convention on the Rights of the Child, Article 3 in particular:

*Article 3/1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.<sup>1</sup>*

These policies are a requirement of all staff in the service without exception.

## Implementation

The service philosophy guides the development and implementation of all its policies and practices, the curriculum is no exception.

## Knowledge development

Staff in this service are required to have or be working toward the relevant baseline qualification and then continue their ongoing learning. In this area, it includes:

- Orientation
- Professional learning through staff meetings
- Ongoing reading, discussion and self-reflection
- External professional development as decided with the Director
- Professional development as decided by the service as being essential for all staff in the area:
  - ✓ Learning Frameworks
  - ✓ Curriculum development
  - ✓ Relevant policies

## Reflection and analysis of learning.

Please use your professional learning guide and reflections journals for learning and development.

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<sup>1</sup> <http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf> retrieved 18 January 2016