

CURRICULUM DEVELOPMENT POLICY

Mandatory – Quality Area 1

Policy number: CS-04-2020

Version: 2

Responsible person: BoG Chair

Approved by BoG on: 11-2021

Schedule review date: 10-2023

Purpose

This policy:

will provide guidelines to ensure that the educational program (curriculum) and practice at Hampton Park Community House is:

- based on an approved learning framework
- underpinned by critical reflection and careful planning
- stimulating, engaging and enhances children's learning and development.

Policy Statement:

1. Values

Hampton Park Community House 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 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.

2. Scope

This policy applies to the Approved Provider, Persons with Management or Control, Nominated Supervisor, Persons in day to day charge, educators, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of Hampton Park Community House.

3. 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 (Belonging, Being & Becoming) (refer to Sources) and the Victorian Early Years Learning and Development Framework (refer to Sources). These documents are underpinned by practices and principles that encourage reflection and provide educators with a thorough understanding of the pedagogy of early childhood curriculum in a contemporary context.

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. 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 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 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 National Quality Standard is linked to the approved learning frameworks. Quality Area 1: Educational Program and Practice focuses on "enhancing children's learning and development through the:

- pedagogical practices of educators and co-ordinators
- development of programs that promote children's learning across five learning outcomes"
- (Guide to the National Quality Standard – refer to Sources).
- 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: Sections 168, 301(3)(d), 323

Education and Care Services National Regulations 2011: Regulations 73–76, 118, 148

National Quality Standard, Quality Area 1: Educational Program and Practice

Standard 1.1: The educational program enhances each child's learning and development

Standard 1.2: Educators facilitate and extend each child's learning and development

4. 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 document that outlines practices that educators and co-ordinators must use to support and promote children's learning. The Early Years Learning Framework (Belonging, Being & Becoming) and the Victorian Early Years Learning and Development Framework are approved learning frameworks for use in Victoria (refer to Sources).

Critical reflection: Reflective practices that focus on implications for equity and social justice (Early Years Learning Framework – refer to Sources).

Curriculum: 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– refer to Sources)

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 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: A natural process of exploration that children engage in from birth, as they expand their intellectual, physical, social, emotional and creative capacities. Early learning is closely linked to early development.

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.

5. Sources And Related Policies

Sources

Belonging, Being & Becoming – The Early Years Learning Framework for Australia:

<http://education.gov.au/early-years-learning-framework>

Educators' Guide to the Early Years Learning Framework for Australia: <http://education.gov.au/early-years-learning-framework>

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

National Quality Standard Professional Learning Program: www.earlychildhoodaustralia.org.au/nqsplp

Victorian Early Years Learning and Development Framework – Resources for Professionals: <https://www.education.vic.gov.au/childhood/professionals/learning/Pages/veyldf.aspx>

Marrung – Aboriginal Education Plan <https://www.education.vic.gov.au/about/programs/Pages/marrung.aspx>



Related documents:

- Code of Conduct Policy
- Environmental Sustainability Policy
- Inclusion and Equity Policy
- Interactions with Children Policy
- Nutrition and Active Play Policy
- Participation of Volunteers and Students Policy
- Safe Transportation of children Policy
- Sun Protection Policy
- Supervision of Children Policy
- Water Safety Policy
- HPCH Children's Services Philosophy

Signature of BoG Chair



Date of approval by the Board

25th November 2021

Hampton Park Care Group Inc.

