



EDUCATION CURRICULUM AND LEARNING

Links

Education and Care Services National Regulations: 73 - 76

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

Policy Statement

Tropics Early Learning aims to develop a curriculum and environment that will support all children attending our service in their learning, understanding and appreciation of their world. Our programs will reflect the principles, practices and learning outcomes of the National Learning Frameworks, where children's interests and strengths are used to guide the program and promote further learning. We believe that routines are important in helping children to develop a sense of security and belonging and giving them some control over their environment. We will actively encourage and assist all children to participate in the centre routines, and ensure that they reflect the children's cultural backgrounds, abilities, religious beliefs, and preferences.

Purpose

This policy will provide guidelines to ensure that the educational program (curriculum) and practice at Tropics Early Learning is:

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

Implementation

We will nominate an Educational Leader, who has appropriate qualifications and experience, to work with educators and provide them with curriculum direction, and support them to ensure that children are given opportunities to achieve the learning outcomes in the Early Years Learning Framework (EYLF).

The learning outcomes are:

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

Children's Learning

We believe that play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play they have opportunities to develop social groups, test out ideas, challenge other peoples way of thinking and build new understandings (EYLF, 2009). We will provide an environment, and develop our programs, to promote play-based learning.

- Planning for children's learning will be based on their interests, strengths and abilities.
- Our routines will be developed to promote learning throughout the day and will be used as opportunities to implement intentional teaching practices (eg, conversations at meal times, interactions throughout nappy changes and toileting, counting steps to change tables, teaching children self help, and supporting social development, etc). Some things that are included in our daily routines that promote learning include:

- Photos and/or names displayed on children's storage spaces (lockers and hooks) (literacy, self identity, belonging).
 - Displaying family photos (self identity, belonging).
 - Assisting educators to prepare for meal times (sense of ownership and belonging).
 - Serving their own meals, using tongs, pouring drinks from jugs, etc (self help, small muscle control, independence).
 - Washing their own dishes (self-help, physical skills, respect for physical environment).
 - Caring for their own belongings (e.g. Putting things away in their lockers/bags) (independence, social skills, school readiness).
 - Open shelving in the rooms (providing choice, more control over their own learning, and experiences).
 - Indoor/outdoor programs (providing choice, more control over their own learning, and experiences).
- We will plan a wide variety of experiences for both individual and groups of children, that will encourage them to express themselves creatively, while developing in all other areas, using a holistic approach.
 - Our educators will respond to children's ideas and play, using intentional teaching techniques to extend each child's learning and development.

Observing, documenting and assessing children's learning

- Observations of all children enrolled in our service will be documented and kept for future reference and reflection through the use of our online programming platform, 'Storypark'.
- The documentation will consist of a variety of observations, learning stories, photos, and work samples.
- Families will be encouraged to contribute to their child's documentation, and any information gathered from the family will be used in conjunction with our observations, to inform planning for individual children.
- Online documentation will be available for families to access and contribute to.
- Online portfolios will be added to on a regular basis and reflected upon by educators. This will ensure that programming for each child remains relevant to their interests and developmental stage.
- Children's learning will be linked to the learning outcomes of the EYLF.
- Each child's development will be assessed on a regular basis, based on observations and information gathered on individual children. Educators will complete a Summative Assessment for each child, which reflects the learning outcomes of the EYLF, every 6 months, and from this develop long term planning for each child.

Evaluation and Reflection

- Evaluation is an integral part of the cycle of curriculum development. Educators will regularly critically reflect on all areas of the curriculum including:
 - Environment
 - Practice
 - Teaching strategies
 - Routines
 - Experiences
 - Documentation
 - Behaviours
- These reflections will then be used to make changes and improve the curriculum, to help to ensure the best possible outcomes for children.

- We will also use our Quality Improvement Plan as an opportunity to reflect on different areas of the curriculum, based on the 7 quality areas of the National Quality Standard. This will be reviewed on an annual basis.

Sources: *Education and Care National Regulations 2011; Early Years Learning Framework, 2009; Australian Children's Education & Care Quality Authority. (2014); Guide to the National Quality Framework.*

Policy Redeveloped June 2022 (see archived Policies for previous versions)

Date of review	Modifications made	Approved
June 2022	Redeveloped policy	27/09/2022