

1.02 CURRICULUM DEVELOPMENT POLICY

QUALITY AREA 1 | VERSION 1.23



PURPOSE

This policy provides a clear set of guidelines to ensure that the educational program (curriculum) and practice of LEVNT EC Services:

- is based on an approved learning framework
- includes Lutheran Education Australia (LEA) Christian Studies framework relevant to their setting
- is centred on children's learning, development, wellbeing and safety
- is designed to take into account the individual differences of each child; and
- is based on the developmental needs, interests and experiences of the child

POLICY STATEMENT

VALUES

LEVNT EC Services are committed to:

- providing a Christ-centred 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
- 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 or control, nominated supervisor, persons in day-to-day charge, parents/guardians, children and others attending the programs and site of LEVNT EC Services.

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. Approved learning frameworks for the early childhood sector are the *Early Years Learning Framework (Belonging, Being & Becoming)* and, in Victoria, the *Victorian Early Years Learning and Development Framework*. 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).

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.

DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms refer to the Definitions file of each LEVNT EC policy folder.

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.

Critical reflection: Is 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 the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning, development and wellbeing (*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 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 should 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.

Educational program: A program referred to in section 168 of the National 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.

Learning: is 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*).

Learning framework: Refer to approved learning framework definition above.

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

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.

RESPONSIBILITIES

Actions which are legislated requirements of the ECEC sector are indicated with **LR**.

	Approved Provider and/or persons with	Nominated supervisor and persons in day-to-day	Early childhood teachers, educators and all other	Parents, guardians and carers	Contractors, volunteers and those on student placement
Designating a suitably qualified and experienced Educational Leader to direct the development and implementation of educational programs at the service (Regulation 118)	LR				
Ensuring the staff record includes the name of the Educational Leader at the service (Regulation 148)	LR				
Ensuring the educational program contributes to each child: <ul style="list-style-type: none"> - developing a strong sense of identity - being connected with, and contributing to, his or her world - having a strong sense of wellbeing - being a confident and involved learner - being an effective communicator (Regulation 73) 	LR	✓	✓		✓
Ensuring that the service's philosophy guides educational program and practice	✓	✓	✓		✓
Ensuring that assessments of each child's learning, development, needs, interests, experiences and participation in the educational program are documented (Regulation 74(1)(a)(i))	LR	✓	✓		✓
Ensuring that assessments of the child's progress against the outcomes of the educational program are documented (Regulation 74(1)(a)(ii))	LR	✓	✓		✓
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 (Regulation 74(2)(a)(i)&(ii))	LR	✓	✓		✓
Ensuring documentation is written in plain language and is easy to understand by both educators and parents/guardians (Regulation 74(2)(b))	LR	✓	✓		✓
Ensuring a copy of the educational program is displayed at the service and accessible to families (Regulation 75)	LR	✓	✓		✓
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 (Regulation 76)	LR	✓	✓		✓
Developing and evaluating the educational program in collaboration with all staff, educators, children and families.		✓	✓	✓	✓

	Approved Provider and/or persons with	Nominated supervisor and persons in day-to-day	Early childhood teachers, educators and all other	Parents, guardians and carers	Contractors, volunteers and those on student placement
<p>Ensuring that the educational program is:</p> <ul style="list-style-type: none"> - based on an approved learning framework - is delivered in a manner that accords with the approved learning framework - is based on the developmental needs, interests and experiences of each child <p>is designed to take into account the individual differences of each child</p>	LR	LR	✓		✓
Ensuring that there is a record of learning and development for each child, and that it is updated and maintained on an ongoing basis		✓	✓		✓
Ensuring regular communication is established between the service and families, and they are informed about their child's learning, development and progress	✓	✓	✓	✓	✓
Undertaking critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation		✓	✓		✓

SPECIFIC PROCEDURES

GUIDELINES FOR DOCUMENTING CHILDREN'S LEARNING

In order to maintain a level of consistency for the amount of observations each child/family receives, the following guidelines have been agreed upon by services:

- LDC services seek to provide one observation (individual or group) per child per month. All educators are to aim for one documentation per shift.
- Sessional Kindergarten/Preschool services seek to provide one individual observation per child per term.

The Room Leader and/or ECT is to develop processes to ensure each child is receiving the required number of observations for their service and to assist in allocating the workload across their team.

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
- assess whether a satisfactory resolution has been achieved in relation to issues arising from this policy
- keep the policy up to date with current legislation, research, policy and best practice

- revise the policy and procedures as part of a policy review cycle, or as required
- notify all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk

AUTHORISATION & REVIEW

This policy was adopted by Lutheran Education VIC, NSW, TAS and ACT Ltd as Approved Provider for this service on 20 April 2023.

REVIEW DATE April 2025 or earlier as required.

REFERENCES

LEGISLATION & 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*
 - o Standard 1.1: The educational program enhances each child's learning and development
 - o Standard 1.2: Educators facilitate and extend each child's learning and development

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 2016 – 2026*: <https://www.education.vic.gov.au/about/programs/Pages/marrung.aspx>

RELATED POLICIES

- 1.03V Inclusion and Equity Policy
- 2.03V Sun Protection Policy
- 2.04V Water Safety Policy
- 2.13V Road Safety and Transportation of Children Policy
- 2.14V Supervision of Children Policy
- 2.22V Nutrition, Oral Health and Active Play Policy
- 3.01V Environmental Sustainability Policy
- 4.03V Volunteers and Student Educators Policy
- 5.01V Interactions with Children Policy
- Code of Conduct Policy