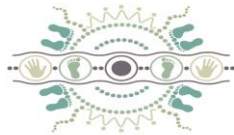


## P1-02: Educational Curriculum Policy

Research accentuates that high quality educational programs significantly influence children's development in all areas. We have the opportunity to provide a supportive learning environment and program, gaining inspiration from the children and families. Thoughtfully planned experiences and environments encourage the children to feel a sense of control over their actions, be curious and investigate, and explore their understanding of themselves, others, and the world around them. The United Nations Convention on the Rights of the Child (the convention) (United Nations 1989) states *'that all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability, and respects their family, cultural and other identities and languages.'* (EYLF, V2.2, 2022, p.5).

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions, and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	Educators and coordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation,

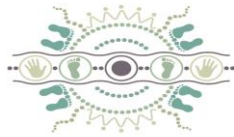


		analysing learning, documentation, planning, implementation, and reflection.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.
<b>QUALITY AREA 7: GOVERNANCE AND LEADERSHIP</b>		
7.2.2	Educational leadership	The educational leader is supported and leads the development of the educational program and assessment and planning cycle

<b>EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS</b>	
Sec.168	Offence relating to required programs
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about educational program to be kept available
76	Information about educational program to be given to parents
118	Educational leader
148	Educational leader
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed
254	Declared approved learning frameworks

## RELATED POLICIES

Behaviour Guidance Policy Celebrations Policy Code of Conduct Policy Early Intervention and Inclusion Policy Environmental Sustainability Policy Excursion & Centre Events Policy	Interactions with Children, Family and Staff Policy Physical Environment Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Supervision Policy Transition to School Policy
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## PURPOSE

We aim to enhance children's learning and development through the pedagogical practices of educators in a positive learning environment through which the five learning outcomes from the *Early Years Learning Framework (EYLF) (V2.0)* are supported and promoted. Educators will gather and interpret information about children as individuals to inform the preparation of the environment, and implement experiences that are engaging and meaningful, supporting children's holistic development. We support the vision of the EYLF, V2.0 to ensure '*all children experience learning that is engaging and builds success for life.*'

## SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers, and visitors of the Service.

## IMPLEMENTATION

Under the Education and Care Services National Law and National Regulations, approved services are required to base their educational program on an approved learning framework. The program should focus on addressing the developmental needs, interests, and previous experiences of each child, while considering the individual differences of each child. QDPA will implement the nationally approved learning framework [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#).V2.0, 2022.

### QDPA IS COMMITTED TO THE APPROVED LEARNING FRAMEWORK (EYLF) (V2.0)

The approved learning framework includes principles, practices and learning outcomes that guide educational leaders and educators in their curriculum decision making, and assist them in planning, delivering, and evaluating quality programs in early childhood settings.

In compliance with the Early Years Learning Framework (V2.0) and Education and Care Services National Regulations, the program will contribute to the following learning outcomes for each child:

- Children have a strong sense of identity.
- Children are connected with and contribute to their world.
- Children have strong sense of wellbeing.
- Children are confident and involved learners.



- Children are effective communicators.

#### THE APPROVED PROVIDER WILL ENSURE:

- Obligations under the *Education and Care Services National Law and National Regulations* are met.
- Educators, staff, students, visitors, and volunteers have knowledge of and adhere to this policy.
- The education leader selected is supported to lead the development, implementation and review of the educational program and assessment and planning cycle within the Service.
- The educational leader has the skills, knowledge and attributes to mentor and collaborate with educators, fostering a shared responsibility and professional accountability of children's learning, development, and wellbeing.
- The staff record includes the name of the person designated as the educational leader.
- The educational leader accepts the position of educational leader in writing (Reg. 118)
- Sufficient non-contact time is provided to educational leaders to lead the development and implementation of the curriculum.
- Sufficient non-contact time is provided to educators for the development and implementation of the curriculum.

#### THE NOMINATED SUPERVISOR /EDUCATIONAL LEADER WILL:

- ensure a high-quality educational program based on an approved learning framework is delivered to all children in accordance with the framework (outcomes, practices, and principles)
- ensure the program is evidence based, age-appropriate and supports and extends the developmental needs, interests, and experiences of each child.
- ensure the program contributes to the five learning outcomes for each child.
- work in partnership with children and families, communities, teachers in schools and other professionals to inform educational practices that are place-based and relevant to that community (EYLF. p.8)
- ensure Aboriginal and Torres Strait Islander perspectives are embedded in the program.
- gather information from families upon enrolment regarding the child's needs, interests, and family backgrounds.
- document family input with the educational program to strengthen connections and partnerships.
- ensure all educators work as a team in preparing and/or implementing the curriculum which adheres to the service philosophy.
- ensure educators are intentional in all aspects of their professional practice.



- ensure all children have the access to a quality and inclusive educational program that celebrates and makes visible children's diversity (EYLF, V2.0)
- ensure adjustments are made in the environment for children with disability and additional needs. Management will make appropriate, professional referrals where necessary with family permission.
- ensure a conscious balance between indoor and outdoor experiences is planned for with large blocks of unstructured time for uninterrupted child-initiated play.
- promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence and refinement of fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences.
- ensure key physical activity recommendations from Australian Government guidelines are embedded into our curriculum.
- support families through positive, respectful, and reciprocal relationships through regular communication.
- ensure the educational program is accessible to parents and families (Reg. 75)
- ensure information regarding the content and operation of the education program is provided to families if requested (Reg. 76)
- provide information regarding the child's participation within the program when requested by families (Reg. 76)
- ensure documentation relating to child assessments or evaluations for delivery of the education program are recorded (Reg. 74), including:
  - assessments of the child's developmental needs, interests, experiences, and participation in the education program
  - assessments of the child's progress against the outcomes of the educational program

#### THE ROLE OF THE EDUCATIONAL LEADER AT QDPA:

The educational leader has an influential role in promoting positive outcomes for children and families. Effective educational leadership builds the capacity of educators by inspiring, motivating, affirming, challenging, and extending their practice and pedagogy. This endeavour involved inquiry and reflection and supports ongoing learning and professional development.

The educational leader will:

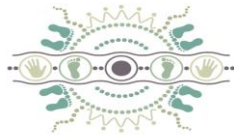
- collaborate with educators and provide curriculum guidance and direction.
- support educators to effectively implement the cycle of planning to enhance programs and practices.
- lead the development and implementation of an effective educational program in the service.



- ensure that children's learning and development are guided by the learning outcomes of the approved learning framework.
- build the knowledge, skills, and professionalism of educators.
- build a culture of professional inquiry with educators and staff members to develop professional knowledge, reflect on practice and generate new ideas.
- draw on educators' strengths to develop professional skills and confidence.
- ensure the assessment and planning cycle is applied to each child and the program as a whole, by conducting a curriculum audit each term.
- talk to families about the educational program.
- mentor and support educators understanding of the educational program and practice.
- assist educators to understand and implement reflective practice, and lead critical reflection discussions to examine policies, programs, and practice.
- participate in professional development opportunities to stay abreast of contemporary theory and practice.

#### EDUCATORS WILL:

- be guided by QDPA's Curriculum Planning Cycle which outlines the requirements and expectations of curriculum planning and documentation for children.
- collaborate with the educational leader for curriculum direction and guidance.
- collaborate with children to influence the development of the program in response to their own strengths, ideas, abilities, and interests.
- act deliberately, thoughtfully, and purposefully to support children's learning through play-based learning.
- plan a contextual program that actively promotes or initiates the investigation of ideas, complex concepts and thinking, reasoning, and hypothesising that enhances learning, development, and wellbeing of each child.
- display cultural responsiveness by learning about multiple perspectives and diversity such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual's diversity.
- use the learning outcomes to guide the planning for children and young people's learning.
- implement an ongoing cycle of planning, documenting, responding to and supporting children's learning which will underpin the educational program and involve educators in critically thinking about what is achievable and why.
- use multiple sources of information to gather and document different aspects of children's learning, development, and wellbeing.



- take responsibility to be culturally responsive and be respectful of everyone's backgrounds, beliefs, values, customs, knowledges, lifestyles, and social behaviour.
- document children's wellbeing and learning, utilising contemporary theories and research concerning children's play, leisure, and learning, and make this visible to children, educators, and families.
- respect children's growth mindset and acknowledge children as competent and capable learners.
- provide experiences that include both structured and unstructured learning times catering for children's individual needs and interests and, are age appropriate.
- allow large blocks of uninterrupted time to allow children to develop their ideas and interests in their learning environments allowing children to explore their physical, social, and intellectual elements of their activities.
- intentionally plan and implement learning experiences using information about a child's interests, curiosities and funds of knowledge
- plan and implement the intentional teaching of Fundamental Movement Skills (FMS) to support the physical development of children of all ages.
- ensure information about the child's participation in the program is available for families.
- utilise families feedback for creating children's assessment and evaluation creates an authentic and meaningful assessment whilst valuing the children's role in assessing their learning.
- teach children the importance of taking responsibility towards their own health and safety to ensure their own wellbeing and personal safety.
- provide children with ongoing encouragement and positive reinforcement.
- make use of spontaneous 'teachable moments' to extend children's learning.
- further extend critical thinking skills through provocations
- plan realistic curriculum goals for children based on observation and assessment of individual needs and interests.
- seek opportunities within routines and rituals for spontaneous play and experiences.
- ensure that all children's experiences are recognised and valued with equitable access to resources and opportunities to demonstrate their learning.
- use a variety of methods to assist reflection on children's experiences, thinking, and learning.
- ensure critical reflection considers all aspects of events and experiences from different perspectives, identifying children's learning, spontaneous play, teaching strategies, and changes that may be needed in the environment.
- assist children to develop daily habits, understanding, and skills that support health and wellbeing.
- use designated non-contact time appropriately and effectively, meeting the expectations of what needs to be completed in this time.



- complete the 'planning log' after each block of non-contact time for program planning, and record what was completed in this time to ensure that educators are accountable for this time that has been provided over and above award conditions.

## SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, 2022

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Revised National Quality Standard. (2018).

Version Control	Date	Author	Description of Change
1.0	2018	QPDA	<ul style="list-style-type: none"> <li>• Original document</li> </ul>
2.0	2019	QPDA	<ul style="list-style-type: none"> <li>• Scheduled review</li> </ul>
3.0	July 2021	QPDA	<ul style="list-style-type: none"> <li>• Document reviewed with change in leadership team in 2021.</li> <li>• Version control and description box included to clarify future reviewed items/new inclusions.</li> <li>• Formatted to include policy statement, purpose, scope and implementation, addition of footers and page numbering in line with policy conventions.</li> <li>• Inclusion of Risky Play Policy and the Physical Activity and Small Screen Policy into this policy</li> <li>• Additional information and regulations related to role of Educational Leader</li> <li>• Sources and links checked for currency and edited where required.</li> <li>• Reviewed with Directors to ensure consistency and accurate reflection of practices in individual Preschools.</li> <li>• Gender Equity, Indigenous &amp; Cultural Perspectives and Anti Bias approaches incorporated.</li> </ul>





4.0	March 2024	QDPA	<ul style="list-style-type: none"> <li>• Major edits in policy to align with principles, practices, and outcomes of EYLF V2.0 2022.</li> <li>• Removed references to physical, risky play and screen time (these will be in the physical activity policy)</li> <li>• Added the role of the educational leader.</li> <li>• Added 'planning log' and expectations of planning time.</li> <li>• Added termly curriculum audits to be completed by educational leader.</li> <li>• Gender Equity, Indigenous &amp; Cultural Perspectives and Anti Bias approaches removed.</li> <li>• Reviewed with Directors and Educational Leaders to ensure consistency and accurate reflection of practices in individual Preschools.</li> <li>• Sources and links checked for currency and edited where required</li> </ul>
5.0	March 2025	QDPA	<ul style="list-style-type: none"> <li>• annual policy maintenance</li> <li>• reference to floorbook</li> <li>• removal of duplicates/similar statements</li> <li>• no major changes to policy</li> <li>• sources checked for currency and updated as required</li> </ul>