

Curriculum Policy

Regulations: 73,74,75,76

National Quality Standards 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.2.1, 1.2.2, 1.2.3



Aim

Kozy Kids aims to provide a relevant and responsive curriculum for each child in our care, based on their individual interests, strengths and needs. Allowing them to fully develop dispositions for learning, understandings and 'life skills' that will enable them to be active participants in their communities and eventual transition to school.

We recognize and appreciate how important play is in the early years for a child's happiness, growth, development and consolidation of learning. With this in mind educators provide opportunities for all children to play in an inclusive and non-biased environment that allows them to express themselves, share experiences and learn from one another.

At Kozy Kids we are committed to developing relationships with not only the children but their families as well, working in partnership to ensure authentic and meaningful curriculums are offered. We understand that children's early learning and relationships are the foundation for their future success, and it is our role to ensure that their first educational steps are supported by the highest quality education and care that we can provide. A key part of this is our utilization of primary caregiving where every child and family can develop a secure attachment with their primary carer and feel safe and supported on their journey of discovery together.

Educators will observe children and facilitate their learning to provide each child with an individualised portfolio by documenting their learning throughout their time with us. Children and their families will be encouraged to participate in this ongoing process to promote engaged learning and further develop the partnership between home and care.

We believe in the importance of utilizing teachable moments as well as providing ample opportunities for continuity of learning e.g. projects, allowing children and educators to be in the "here" and the "now. We aim to ensure every child has the opportunity to develop dispositions for learning, understandings and 'life skills' that will enable them to be active participants in creating a 'better' future for themselves (EYLF).

Implementation

Our Educational Leader is Kellie

The role of the educational leader is to work with educators to provide curriculum direction for the whole staff team and to ensure children achieve the outcomes of the approved learning framework through relevant and authentic curriculums.

Team Leaders will work with the Education Leader to ensure that the educators in their rooms have:

- An extensive knowledge and understanding of child development, including a sound understanding of Vygotsky's Socio-Cultural theory, scaffolding and working in a child's ZPD
- An extensive knowledge of teaching practices and approaches, including Reggio Emilia, Montessori and utilizing real world experiences, Dolby's approach and utilization of Circle of Security and Gerba's using cues of Infants
- A clear understanding of the services' programming expectations

Educators will ensure they:

- Have the skills and knowledge to successfully implement innovative curriculums that foster each child's growth and development
- Regularly engage in reflective practice to continue building their knowledge and skills in this area and stay current with research
- Develop secure relationships with children and families to allow a successful programming partnership can be developed, nurtured and encouraged to thrive

Early Years Learning Framework

Our service is committed to the Early Years Learning Framework (EYLF).

Observations of all children enrolled in our service will be documented and kept for future reference and reflection, through the use of portfolios and displays. Children's portfolios will be available for a child's family members to access on our portal.

Portfolios will be added to regularly by educators, families and children and reflected upon by educators to ensure programming for each child remains relevant to their interests, skills and developmental stage.

Each child's learning will be based on their voices, interests, development and strengths and guided by our educators through both spontaneous experiences and intentional teaching.

Every child will be equally valued and their achievements and learning celebrated.

Educators will document the individual learning that occurs for each child in a variety of ways, including Learning Stories, anecdotal notes, child's voice, annotated photos, artwork and parent feedback.

Educators will co-program in partnership with children and their families, seeking and respecting their input into the educational program. Family values, culture, experiences and traditions will be respected and incorporated into the program when and where possible.

The educational program/curriculum will be linked to the Early Year Learning Framework, NQS and the service philosophy.

Where appropriate, the service will liaise with external agencies and support persons to best educate and care for children with additional needs.

Critical reflection of the curriculum and the children's learning will be undertaken on a regular basis and educators will encourage children and families to contribute to this.

Learning and Play

Children are encouraged to express themselves creatively through a wide variety of experiences in both the indoors and out of doors.

Children are supported to achieve the five outcomes of the EYLF (Early Years Learning Framework) through open ended learning experiences and environments, as well as planned and extension of learning experiences to support their interests and developmental needs.

Science, technology, engineering, mathematics and sustainability concepts along with exploration of natural aspects of our environment are encouraged and explored through a variety of open-ended learning experiences.

Language development is encouraged through educators providing and encouraging a language rich environment, with multiple opportunities for social interactions, effective communication, news, stories, smart board activities and other group time experiences.

Social/emotional and independence skills are strengthened through experiences such as role-play, dramatic play, group games and self-help tasks.

Music and movement experiences are embedded into the routine and educational program to encourage physical, social and creative areas of a child's development.

Road safety, personal hygiene, dental care and nutrition are also included in the educational program on a regular basis.

Elements of the Reggio Emilia approach, relevant early childhood theorists such as Vygotsky's socio-cultural theory, Robyn Dolby's Circle of Security approach, Magda Gerba's philosophy and Maria Montessori's theory are all reflected in our environments.

Learning experiences will be supervised and guided by educators who, through their relationships, know how each child learns best and how they respond in both group and independent learning experiences. Educators will work in conjunction with families to provide learning experiences that are relevant to each child and tailored to their specific needs. A child's home language, culture and religious practices will be accepted and included in the program when and where possible. From this, educators will assess the child's needs and plan ways to meet those needs.

EYLF

Learning Outcomes

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.

Principles

Secure, respectful and reciprocal relationships

Partnership

High expectation and equity

Respect for diversity

Ongoing learning and reflective practice

Practices

Holistic approaches
Responsiveness to children
Learning through play
Intentional teaching
Learning environments
Cultural competence
Continuity of learning and transitions
Assessment for learning

Sources

Education and Care Services National Regulations 2011 National Quality Standard
Early Years Learning Framework

Review

This policy will be reviewed every 2 years and the review will include Management, Educational Leader, Employees, Families and Interested Parties.

Definitions

Pedagogy is the art (and science) of teaching. Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes.

Approved learning framework: A document that outlines practices that educators and coordinators must use to support and promote children's learning. The Early Years Learning Framework (Belonging, Being & Becoming)

Critical reflection: Reflective practices that focus on implications for equity and social justice (Early Years Learning Framework, p45).

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, p45).

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.

Educational Leader: The Approved Provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, coordinator or other individual to lead the development and implementation of educational programs at the service. 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.