

## 6.3 EDUCATION, CURRICULUM AND LEARNING

### Introduction

Joondalup Family Centre aims to provide a service that is inclusive to all service users. Our centre is non-discriminatory and encourages people from different cultures, religions and abilities to engage with our program. Our staff are culturally and disability aware and our curriculum is designed to promote this.

### Related Documents

The policies contained in this section regarding the education of children at the service to meet the following requirements:

#### National Quality Standards (NQS)

##### Quality Area 1: Educational programs and practice

<b>Standard 1.1</b>	<b>Program</b>	<b>The educational program enhances each child's learning and development</b>
Element 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
Element 1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundations of the program
Element 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
<b>Standard 1.2</b>	<b>Practice</b>	<b>Educators facilitate and extend each child's learning and development</b>
Element 1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions
Element 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
Element 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
<b>Standard 1.3</b>	<b>Assessment and planning</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child</b>
Element 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
Element 1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in

		groups, drives program planning and implementation
Element 1.3.3	Information for families	Families are informed about the program and their child's progress

## Relevant Legislation

---

All policies in this section are required to meet the following legislation:

Education and Care Services National Regulations 2012	
73	Education program
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about the educational program to be kept available
76	Information about educational program to be given to parents

### 6.3.1 Educational Program Policy

#### 1. Purpose and Scope

---

Joondalup Family Centre educators aim to create positive learning environments. Educators will work in conjunction with families and allied health professionals to ensure the curriculum supports each child.

Educators/staff, parents, children, and volunteers.

#### 2. Policy

---

Joondalup Family Centre will provide a play-based education and care program which considers and provides for the unique needs of each child. Our curriculum is designed to support children's holistic development.

We recognise that children learn through interactions with others and therefore we support the development of positive and respectful relationships between children and children and staff.

Children are encouraged to express themselves creatively through a wide variety of indoor and outdoor activities. The curriculum is developed to cover the following skill sets:

- Literacy - Language development is encouraged through educators modelling language, show, and tell, story time, games, poems and dramatic play experiences.
- Social/emotional independence skills are strengthened through activities such as roleplay, dramatic play, group games and self-help tasks. Music and movement activities encourage social and creative areas of a child's development.

- Gross motor skills - developed through a wide variety of both indoor and outdoor activities including manipulative play, block play, sensory play, dramatic play, drawing and other physical activities such as running and skipping.
- Numeracy skills- Mathematics and science concepts along with exploration of natural aspects of our environment are encouraged through block play, building, cooking, water play, sensory play, collecting natural materials such as leaves and rocks and gardening.

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. From this, educators will assess the child's needs and plan ways to meet these needs. We evaluate this program every week to make sure we stay on target and help each child to reach their full potential. The weekly program will be displayed and shared with families.

Routines will be built around the regular events of the day i.e. arrival, snacks/drinks, toileting, meals, and departure, and will take into account the developmental needs of individual children, children's attendance patterns, climate and physical environment, children with special needs, new children entering the group and parents expectations.

### **3. Procedures**

---

Our service is committed to the Early Years Learning Framework (EYLF) as outlined below:

- Educators will develop a program and atmosphere which is responsive to the needs and interests of each individual child and to the group as a whole and reflects the philosophy and goals of the service.
- Educators will develop an understanding of the needs and interests of each child through observations of the child in the learning environment. Additional insight may be provided through discussions with families or external agencies e.g. allied health professionals.
- Children's learning will be documented and shared with families.
- Parents/Guardians will be encouraged to have input into program development. The extent to which parents wish to be involved will be respected.
- Learning outcomes will be considered in the planning of the curriculum and reflected on after the experiences are implemented.
- Where appropriate, the Service will liaise with external agencies and support persons to best educate and care for children with additional needs.
- The curriculum will be evaluated and reflected upon continuously by Educators.
- The program will be balanced i.e. provide for indoor/outdoor learning experiences, quiet/active times, individual/small group/large group times, time for individual staff/child

interaction, children’s individual and group interests, children with special needs, and be flexible enough to allow for spontaneity and the unexpected.

- Copies of written programs will be kept according to **Records Management policy**
- Programs will reflect the cultural differences of all families using the service. Educators/staff will celebrate special events with the children that reflect the cultural heritage and ethnic origins of children attending the service.
- Educators/staff will provide a variety of toys for all children to play with regardless of gender.
- The program will be child centred and will allow children to experience a variety of materials and pursue their own interests. There will always be alternative choices when a child does not wish to participate in an activity.
- Children will always be appropriately supervised. Educators/staff will join in the children's play and encourage them to try new experiences. Children will be regularly reminded of safety procedures for play equipment.
- Educators/staff will be supportive and encouraging, and communicate with children in a friendly, positive, and courteous manner. They will form warm relationships with each child in their care. Where possible, when communicating with children Educators/staff will ensure they are at the child's eye level. Children will never be singled out or made to feel inadequate at any time.
- Educators/staff will be responsible for working co-operatively to monitor the individual development of each child within their care, and for evaluating programs.
- The records developed on individual children will incorporate observations of stages of development, recommendations for program planning, and the relationship with the overall children's program.
- Staff will initiate and facilitate regular on-going informal communication with parents concerning their child. Recorded information will be available for discussion.
- As each child arrives at the centre they will be greeted by Educators/staff.

#### **4 Document History**

---

<b>Record of policy development</b>		
<b>Version</b>	<b>Date approved</b>	<b>Date for review</b>
2014.1	30/06/2014	6/2015
2015.1	30/06/2015	6/2016
2016.1	30/06/2016	6/2017
2017.1	26/07/2017	8/2018
2018.1	1/08/2018	8/2019
2019.1	26/08/2019	8/2020
2020.1	26/09/2020	9/2021

## **6.3.2 Cultural Awareness, Disability and Inclusion Policy**

### **1. Purpose and Scope**

---

Joondalup Family Centre is committed to providing an inclusive and respectful environment where all people feel accepted. We aim to provide an education and care environment which is free from bias and prejudice in which children learn the principles of fairness and respect for the uniqueness of each person.

We aim to provide an inclusive environment where everyone's unique contributions are valued and encouraged. Differences in backgrounds, culture and abilities are valued and families are actively encouraged to share their experiences with educators/staff, carer's and other families. The service will ensure that appropriate inclusion support services are accessed and referred to families in order to support children's well-being and full inclusion into the program.

### **2. Policy**

---

#### **Cultural Awareness**

The United Nations ***Convention on the Rights of the Child*** emphasizes the importance of children developing connections to culture and community as a means of fostering a strong sense of belonging and personal identity.

By teaching children an awareness and respect for others cultures we can assist children to:

- Learn about their own cultural background to develop their self identity
- Learn about and appreciate other people's cultures and traditions
- Learn to respect individual differences in others
- Recognise that we all share universal characteristics
- Learn about racial prejudice and why it should be challenged

Joondalup Family Centre believes all children have a right to have their own culture acknowledged and respected and recognizes the importance of valuing diversity. Children should feel accepted and valued for who they are and have a right to be free from prejudice, discrimination and inequity.

#### **Disability and Inclusion**

The United nations ***Convention on the Rights of Persons with Disabilities*** emphasizes full and equal enjoyment of all human and fundamental freedoms by all person's with a disability. Joondalup Family Centre aims to do this through adapting and designing appropriate developmental programs, adapting communication methods to accommodate different developmental and cognitive abilities, and making reasonable accommodations to activities and the environment to ensure inclusion in the education and care activities. In all actions concerning children with disabilities, the best interests of the child are the primary concern.

### 3. Procedures

---

- Educators will actively seek information from children families about their cultural customs, beliefs and language and use this information to provide children with a variety of experiences that will enrich the environment within the service.
- Educators work in partnership with families to provide education and care that meets the child’s needs and is consistent with the family’s culture and beliefs. Specific requests will be honoured where practical.
- Educators will obtain and use resources that reflect the diversity of children, families and the community and increase awareness and appreciation of Australia’s Aboriginal and Torres Strait Islander and multicultural heritage.
  - Educators will treat all children equitably and encourage them to treat each other with respect and fairness.
  - Educators will role model appropriate ways to challenge discrimination and prejudice, and actively promote inclusive behaviours in children.
  - Educators will actively promote positive perceptions and greater social awareness towards persons with a disability through activities and learnings.
  - Educators will ensure that the education of children who are blind, deaf, or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual.
  - Educators will create opportunities as an integral part of their daily programs for children to learn about, develop respect for, and celebrate the diversity that exists in the service and in the broader community by: –
    - i. Encouraging all families, children and other educators/staff to share their experiences, skills, cultures and beliefs;
    - ii. Inviting community members to the service to share their stories, songs, experiences, skills, cultures, and beliefs;
    - iii. Accessing and using a range of resources (including multi-cultural, multi-lingual, Auslan and braille resources) that reflect the diversity of children and families in the service and in the broader community.

### 4 Document History

---

Record of policy development		
Version	Date approved	Date for review
2014.1	30/06/2014	6/2015
2015.1	30/06/2015	6/2016
2016.1	30/06/2016	6/2017
2017.1	26/07/2017	8/2018
2018.1	1/08/2018	8/2019
2019.1	26/08/2019	8/2020
2020.1	26/09/2020	9/2021

### **6.3.3 Equal Opportunity Policy**

#### **1. Purpose and Scope**

---

Joondalup Family Centre is committed to providing equal opportunity to all. This includes access to programs and services and employment opportunities at the service.

#### **2. Policy**

---

Educators/staff Service are committed to the principles of Equal Opportunity in relation to community access to the service and the appointment of staff. Individuals will be treated with respect regardless of their gender, race, religion, age, impairment, marital status, political conviction, pregnancy, family responsibility or family status. The service will actively promote the positive aspects of diversity and encourage acceptance and appreciation of individual differences. Education and care will be made available to the community in accordance with the Commonwealth "Priority of Access Guidelines".

Joondalup Family Centre has processes and supports in place to provide access to the service for children, families, and staff regardless of gender, marital status, pregnancy, race, religion, political conviction, impairment, family responsibility or status and age. When participating in the service everyone will be protected from harassment due to sex, race, impairment or any other reason.

#### **3. Procedures**

---

1. Families, educators and staff will be given clear instructions about the Commonwealth "Priority of Access Guidelines".
2. The service will endeavour to ensure that all policies and practices are inclusive.

##### Children

1. Equal Opportunity principles will be an integral part of the service's daily programs and routines. Children will be given positive experiences which encourage equal opportunity. Programs will actively include opportunities for the children to experience diversity of culture, gender roles etc.
2. Educators/staff will treat individual children and their families with respect. They will consider individual differences in language, attitudes, abilities, assumptions and expectations.
3. Aboriginal children will be supported in their placement in the service.
4. Children who have a disability will not be discriminated against and will be afforded access to the service where:

- (i) a place exists;
- (ii) they meet the required priority of access;
- (iii) the service can access and/or borrow appropriate resources to care for the child.

Educators/staff

1. All staff will be selected or employed according to equal opportunity guidelines.
2. Applicants with disabilities who apply for advertised positions or registration will be assessed according to the selection criteria and will not be discriminated against because of their disability.
3. Clear guidelines and grievance procedures will be developed in accordance with the state and federal equal opportunity legislation and made available to Educators/staff and staff.

**4 Document History**

---

Record of policy development		
Version	Date approved	Date for review
2014.1	30/06/2014	6/2015
2015.1	30/06/2015	6/2016
2016.1	30/06/2016	6/2017
2017.1	26/07/2017	8/2018
2018.1	1/08/2018	8/2019
2019.1	26/08/2019	8/2020
2020.1	26/09/2020	9/2021