
Bendigo Regional YMCA Children’s Services – Curriculum Development Policy

Best Practice – Quality Area 1

Policy Number	CS 1.1	Version	1
Drafted by	JB	Approved by CEO on	24.02.2017
Responsible Person	CSM	Scheduled Review date	24.02.2018

1. OBJECTIVES

This policy provides guidelines to ensure that the educational program (curriculum) and practice at Bendigo Regional YMCA Children’s Services (YMCA) is:

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

2. SCOPE

This policy covers the curriculum development for all Bendigo YMCA Children’s Services

This policy applies to the Approved Provider, Nominated Supervisor, Certified Supervisor, educators, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities.

3. POLICY

YMCA is committed to:

- providing an 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*, *Victorian Early Years Learning and Development Framework*, or *My Time, Our Place*
- 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.

YMCA is responsible for:

- designating a suitably qualified and experienced Educational Leader to direct the development and implementation of educational programs at the service (Regulation 118)

- ensuring the staff record includes the name of the Educational Leader on display, at the service (Regulation 148)

The Nominated Supervisor (ELC Director, OSHC Supervisors) is responsible for:

- ensuring that assessments of the child’s developmental needs, interests, experiences, participation and progress in the educational program are documented and that this is part of an ongoing cycle of planning, documentation and evaluation (Regulation 74(1)(a)(i))
- 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))
- ensuring documentation is written in plain language and is easy to understand by both educators and parents/guardians (Regulation 74(2)(b))
- ensuring that the educational program is stimulating and engaging, enhances children’s learning and development, and is based on an approved learning framework (refer to *Definitions*) (Section 168)
- ensuring the developmental needs, interests and experiences, and the individual differences of each child are accommodated in the educational program (Section 168)
- displaying a copy of the educational program at the service in a location accessible to parents/guardians
- ensuring that parents/guardians 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)
- developing and evaluating the educational program in collaboration with the educators, children and families
- 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 parents/guardians in relation to their child’s learning and development.

All educators are responsible for:

- delivering an educational program that is stimulating and engaging, enhances children’s learning and development, and is based on an approved learning framework (refer to *Definitions*)
- considering the developmental needs, interests and experiences, and the individual differences of each child in the educational program
- assessing and documenting each child’s needs, interests, experiences, participation and progress in relation to the educational program in a way that is easy to understand for parents/guardians
- developing and evaluating the educational program in collaboration with the Nominated Supervisor, children and families.

Parents/guardians are responsible for:

- communicating regularly with the service in relation to their child’s learning and development
- providing input to the development of the educational program in collaboration with the Approved Provider, Nominated Supervisor, educators and children.

Volunteers and students, while at the service, are responsible for following this policy and its procedures.

4. DEFINITIONS

The terms defined in this section relate specifically to this policy.

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)*, *Victorian Early Years Learning and Development Framework* and *My Time, Our Place* are approved learning frameworks for use in Victoria.

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; 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 YMCA 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 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.

Learning: A natural process of exploration that children engage in from birth, as they expand their intellectual, physical, social, emotional and creative capacities. Early learning is closely linked to early development.

Learning framework: Refer to **approved learning framework** above.

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

Learning relationships: Relationships that further children’s learning and development. Both adult and child have intent to learn from one another.

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.

5. LEGISLATION & STANDARDS

Education and Care Services National Law Act (2010) National Law

Education and Care Services National Regulations (2011) National Regulations

Early Years Learning Framework

Victorian Early Years Learning and Development Framework

My Time, Our Place

National Quality Standard

Child Safe Standards

6. ROLES AND RESPONSIBILITIES

Role/ Decision/ Action	Responsibility
------------------------	----------------

<p>Educators, Supervisors, Directors and Coordinators</p>	<p>BRYMCA Nominated Supervisor and/or Service Management will oversee the implementation and service adherence to this policy (ie policy compliance).</p> <p>Nominated Supervisor and/or Person with Management and Control will seek individual community feedback and facilitate an active consultation process with service users as appropriate.</p> <p>All Educators are responsible for the daily implementation of the policy when directly supervising children.</p>
<p>Community Services Manager</p>	<p>Is responsible for ensuring suitable resources and support systems to enable compliance with this policy.</p> <p>Drive the consultation process and provide leadership and advice on the continuous improvement of the policy.</p>
<p>CEO</p>	<p>Policy Approval</p>

