

EDUCATIONAL PROGRAM AND CURRICULUM POLICY

Updated: November 2025



What are we talking about in this document?

This policy is related to curriculum planning and the environment in which children learn.



Who is this for?

This policy applies to children, families, staff, management, students, and visitors of the service.



Why do we need this policy?

We aim to enhance children’s learning and development through the pedagogical practices of educators and families in a positive learning environment which reflects the five learning outcomes from Early Years Learning Framework and The My Time, Our Place Framework for School Age Care.

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Key Terms

Term	Meaning	Source
Curriculum	Encompasses all the interactions, experiences, routines and events, planned and unplanned, that occur in an environment designed to foster children’s learning, development and wellbeing.	Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF)
Educational Leader	The Educational Leader collaborates with educators in designing an educational program that enables educators to work with children and families to achieve optimal learning, developmental and wellbeing outcomes for	Guide to the National Quality Framework Education and Care Services National

	children. Each service must have an educational leader.	Regulations 2012 (Regulation 118)
Learning Framework	Refers to the two national approved learning frameworks in operation under the NQF. These are Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF) V2.0 2022 , and My Time, Our Place: Framework for School Age Care in Australia V2.0 2022	ACECQA (www.acecqa.gov.au)
Pedagogy	Refers to the art, science or craft of educating. It describes the professional knowledge, practices and creativity that educators use to intentionally foster and nurture children’s learning, development and wellbeing.	Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF)



The Important Stuff

Under the 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 experiences of each child, while taking into account the individual differences of each child.

We follow learning frameworks which outline practices that support and promote children’s learning:

- [Belonging, Being and Becoming: The Early Years Learning Framework for Australia \(‘Early Years Learning Framework \(EYLF\)’\)](#)
- [My Time, Our Place: Framework for School Age Care in Australia \(‘Framework for School Age Care’\)](#).
- [Western Australia Pre-Primary to Year 10 Curriculum](#)

Commitment to Learning Frameworks

- Educators will implement an ongoing cycle of planning, documenting, and evaluating children’s learning which will underpin the educational program and involves educators in critically thinking about what is obtainable and why.
- Each child will be recognised and valued as a unique individual with different strengths, ideas, culture, abilities, and interests.
- Educators will consistently observe children’s play and learning, in order to gather meaningful information to plan for further learning and development.
- Educators will ensure children’s learning is visible to children, educators and families which promotes shared learning and collaboration.
- Educators will work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.
- Educators will work closely with their colleagues, children, and families to develop a rich and considered curriculum.
- Learning Outcomes and/or Developmental Milestones and/or AERO Learning Trajectories will guide the development and planning of learning experiences. Learning Outcomes will be noted on the Curriculum Planning.

- The curriculum will be child-centred, driven primarily by the children’s interests, strengths, ideas, culture, and abilities.
- Educators will be deliberate, purposeful, and thoughtful in their decisions and actions as they intentionally teach and extend learning and development for all children.
- Educators will observe, identify, and document moments of spontaneous play and learning that are considered significant and meaningful to further drive the curriculum.
- The diverse needs of families and children attending the service will be recognised by all educators to ensure a high quality and inclusive curriculum is always provided.
- External agencies and support services will be accessed by the service when required to ensure the diverse needs of families and children are met.
- Critical Reflection will be a core component of the curriculum planning and development. All educators will participate in critical reflective thinking daily regarding their individual practice as well as the provision of care and education within the service.
- Educators will, in a variety of ways, keep families informed about the curriculum planning and daily program, as well as their child’s progress.
- Educators will provide open ended and outcome-based play experiences using equipment and materials that reflect the children’s cultural diversity, individual knowledge, strengths, needs, interests and abilities.
- Educators will ensure experiences offered actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning, and hypothesising.
- Educators will engage in and share critically reflective thinking to identify curriculum goals as well as individual goals, as part of their professional practice.
- Educators will use the resources provided, including the service philosophy to program learning opportunities and routines that maximise each child’s learning.
- Educators will seek the advice and guidance of the Educational Leader and Coordinator to ensure their curriculum planning meets the organisations requirements.
- Educators must be flexible and have the capacity to plan effectively around incursions and excursions.
- Educators will follow the transition procedure and documentation to support the transition of children into and out of their environment.
- Educators will have shared conversations both formally and informally with families and caregivers of the children including other educators or care providers, especially at points of transition between environments. This will ensure the educators in the environment for the child are consistently informed and have an understanding of the child’s needs, culture, interests, knowledge, strengths and abilities.

The Planning Cycle



[Click this link to see The EYLF Planning Cycle](#)
[Click this link to see The MTOP Planning Cycle](#)

Approved Provider Responsibilities

The Approved Provider will ensure:

- The Educational Leader selected is supported to lead the development and implementation of the educational program and assessment and planning cycle within the service.
- The Educational Leader has the skills, knowledge and attributes to mentor and support educator's understanding of educational programming and practice.
- The staff record includes the name of the person designated as the Educational Leader.

Centre Coordinator/Educational Leader Responsibilities

The Centre Coordinator/Educational Leader will:

- Work closely with educators to ensure a rich and meaningful curriculum is consistently developed based on the approved learning frameworks.
- Ensure all educators have access to and understanding of the key resources, i.e. The Service Philosophy, the Keiki Professional Practice Guide, the Early Years Learning Framework/The MTOP Framework for School Age Care, The National Quality Standards, The Keiki Crew Handbook.
- Ensure all educators work as a collaborative team and participate in shared critical reflective thinking in order to prepare and implement a high-quality curriculum.
- Support all educators to develop and provide an inclusive learning environment that meets the diverse needs of all children.
- Ensure a conscious balance between indoor and outdoor experiences is clear within their planned curriculum.
- Ensure the communication with all families is respectful, considered, and informative regarding the child's ongoing developmental journey.
- Ensure educators recognise and value each child as a unique individual with different strengths, ideas, culture, abilities, and interests.
- Ensure educators engage in shared conversations with families and educators from the environment a child is transitioning into or coming from. This will ensure the educators in the environment for the child are consistently informed and have an understanding of the child's needs, culture, interests, knowledge, strengths and abilities.

Educator Responsibilities

The Educators will:

- Collaborate with the Educational Leader for curriculum direction and guidance.
- Implement an ongoing cycle of planning, documenting and evaluating children's learning which will underpin the educational program and involve educators in critically thinking about what is achievable and why.
- Document children's experiences and their responses to the environment making children's learning visible to educators and families and promote shared learning and collaboration.
- Provide experiences that include both structured and unstructured learning times, cater for children's individual needs and interests and are age appropriate.
- Ensure materials and equipment reflect the cultural diversity and family values that exist in our society.
- Respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.

- Provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising.
- Provide experiences that support and develop all developmental areas and curriculum areas including music, maths, and science.
- Plan and implement the intentional teaching of Fundamental Movement Skills (FMS) to support the physical development of children of all ages.
- Gather information from families upon enrolment regarding the child's needs, interests, and family backgrounds. This information is treated as confidential and allows educators to provide experiences that interest and extend children's current development. We feel that it is important to develop a partnership between parents and Educators to ensure that consistency between home and the Service occurs and that the best possible care and education is provided.
- Ensure information about the child's participation in the program is available for families.
- Ensure families receive a copy of children's learning progress.
- Encourage communication with families about physical activity, gross motor, and fundamental movements skills development.
- Explore ideas and theories using imagination and creative play.
- Allow large blocks of uninterrupted time to allow children to develop their ideas and play.
- Intentionally scaffold children's understanding and learning.
- Provide children with ongoing encouragement and positive reinforcement.
- Provide opportunities for children to be active and engaged daily through a balance of planned and spontaneous experiences within the indoor and outdoor environment.
- Make use of spontaneous 'teachable moments' to extend children's learning.
- Respond to children's displays of learning dispositions by commenting on them and providing encouragement and additional ideas.
- View children as active participants and decision makers, working with each child's unique qualities and abilities.
- 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 the routine 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 clearly examines 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.

Physical Activity

Keiki Early Learning aims to promote children's participation in physical activity by:

- Fostering children's Fundamental Movement Skills (FMS) including, running, galloping, hopping, jumping, leaping, side-sliding, skipping, overarm throwing, catching, striking a stationary ball, kicking, underarm throwing and stationary dribbling through role modelling skills.
- Providing active play experiences that encourage children to explore, be creative, and challenge their development.

- Providing space, time, and resources for children to revisit and practice FMS and engage in active play.
- Providing opportunities for educators to attend professional development to enhance their skills and knowledge about the importance of physical activity for children.
- Providing positive instruction, role modelling, and advice to children as they develop and improve their FMS.
- Working in collaboration with families and professionals to provide active experiences that are inclusive of all children.

Educational Program goals

The Educational Program will provide a variety of developmentally appropriate experiences and materials that are selected to achieve the following goals:

- Foster a positive self-concept.
- Develop and support social skills.
- Develop and support children’s cognitive skills such as the ability to think, reason, question, and experiment.
- Develop and support language development.
- Enhance physical development and skills.
- Support sound health, safety, personal hygiene, and nutritional practices.
- Support creative expression.
- Support respect for cultural diversity of staff, children, families and community.
- Support respect for gender diversity.

Intentional teaching

Other areas of education that will be covered via intentional teaching throughout the year includes, but is not limited to:

- Road Safety
- Information Technology
- Protective Behaviours

Technology

Use of technology in our services may include:

- Touchscreen devices - tablets (iPads)
- Programs that develop literacy or numeracy skills with ICT such as word processing, desktop publishing
- Internet and information literacy skills
- Robotic toys - such as Bee Bots
- Scanners
- Interactive whiteboards/data projectors

Guidelines for the use of technology within the service

- Written authorisation from parents/guardians is obtained for children to use technology at the service.
- Screen time is purposeful, developmentally appropriate, and always supervised.
- Technology is predominately used where play-based and ‘hands on’ experiences cannot provide the same information (e.g., investigating planets or dinosaurs). It will not replace appropriate experiences nor professional pedagogy.
- Digital technologies are used to promote social interactions between children, peers and adults.

- Programs must be carefully selected and be suitable to the needs and development levels of each child using or watching various types of technology or media.
- Programs and apps will be chosen to support and promote children’s cognitive investment.
- Postural awareness will be promoted when using devices.
- Technology is used to assist in expanding the content of the daily program and current affairs.
- Programs are chosen that are engaging and age appropriate to children.
- Only quality developmentally appropriate interactive media will be used.
- Children will be monitored in a developmentally appropriate way while using technology
- The use of TV including streaming services will be kept to special occasions with the consent of families and in line with the following:
 - Programs depicting violence e.g., graphic news reports will not be shown
 - Children are to view ‘G’ rated programs only (OSHC services can seek parental permission for PG rated programs)
 - TV programs or videos will only be shown that have positive messages about relationships, family, and life.
 - All programs to be viewed will be shared with families beforehand to ensure that they approve of the content
 - Title
 - Synopsis
 - Rating
 - All content will be socially and culturally considerate and appropriate.
- We follow the physical activity and exercise guidelines for all Australians which can be found at health.gov.au.
 - Children under 1 year of age will not spend any time in front of a screen.
 - Children 1 to 2 years of age will not spend any sedentary time in front of a screen.
 - Children 2 to 5 years of age will be limited to less than one hour per day of sedentary screen time.
 - Children 5-12 years of age will be limited to less than 2 hours per day of recreational screen time a day (this does not include screen-based activities for educational uses).
 - Educators will take into consideration that many children will also have sedentary screen time at home.

Pets and animals

The National Quality Standard encourages educators to understand and appreciate the natural environment and the interdependence between people, plants, animals and the land. Pets help children from a young age learn to care for other living things. They can teach a sense of responsibility, caring and tolerance. They can offer many opportunities for developing observational skills and basic natural science experiences. If the educators wish to have a pet in the service, they must make all the decisions in consultation with the Centre Coordinator, owner and families.

Encouraging direct contact and developing bonds with animals can help children to develop empathy. Providing children with access to animals within our Service will help them learn about the life cycle and relationships and improve communication skills. We feel role modelling of appropriate behaviours with animals and guidance in caring for the needs of animals are beneficial for children.

Considerations for pets and animals

Questions to consider prior to having a pet at the service:

- Who will pay for the care and upkeep of the animal, including feeding, health care and cleaning?
- How will the animal be cared for on weekends and during service closure periods?
- What physical space is available in the service? Is it adequate for the animal you are considering?
- Are all educators and families happy with the decision to keep an animal at the service?
- What time will be available throughout the day to care for the animal or will educators be asked to give up some personal time for this?
- Are there any children or educators at your service who are allergic to, or have phobias of, animals?
- What changes to your service's policies and procedures need to be considered? For example, your hand washing policy will need to be updated to include washing hands after having contact with the animal.
- What are the health and safety risks?

Other things to consider include:

- Some animals, such as lizards, turtles, snakes, spiders and tropical fish may not be an appropriate choice. Check with a veterinarian if you are unsure whether a particular animal is suitable for children, and check with the local health department for regulations and advice regarding animals in education and care services. Some states and territories require a license for keeping certain animals.
- Animals that may be more likely to be suitable for education and care services may include goldfish, hermit crabs, stick insects, mice or rats. All of these animals are relatively low maintenance and can be left safely over a weekend if they are provided with sufficient food and water.

Appropriate supervision and clothing:

- Children must be appropriately supervised when they have contact with animals to avoid potential injury or harm to the child or the animal.
- Ensure children are wearing appropriate clothing and footwear when handling animals or pets. Be aware of children who may have allergies to insects such as bees, wasps and ants that may be more apparent when animals are kept in the service.

Service pets

- Management, Educators, children and families should consider the purpose for having a pet and long-term implications of such a decision prior to getting the pet.
- Children should be prepared for the animal, gaining perception into how the children may react to the pet.
- All pets and their enclosures are to be kept clean and hygienic with appropriate bedding and water.
- Food will be made available for all pets and animals but kept out of reach of children at all times.
- Any animal or pet kept at the service will be regularly fed, cleaned, vaccinated, wormed (as appropriate) and regularly checked for fleas.
- Animals including pets will never be taken into the food preparation area nor will they have access to the eating or sleeping areas, toys, bedding, eating surfaces and/or utensils.
- Anyone who has handled the animal or pet will immediately wash their hands. after they have finished handling the animal or pet.

- The program will include how to properly care for animals and how to treat them appropriately.
- Children’s animal or pets will only be allowed in the service when the Centre Coordinator and Owner has granted permission. Below guidelines must be adhered to.

Visits from children’s pets

Occasionally a child may have a new pet such as a puppy or kitten that they wish to bring to the Service to show their peers and educators. Whilst this provides a wonderful learning experience for children, families must be advised to seek permission from the Nominated Supervisor prior to bringing in the pet. A risk assessment should then be completed before giving permission to the family. Families should also be advised that pets visiting the Service that are not confined (for example, in a fishbowl or bird/mouse cage) must not be left at the Service, but be taken with the family member at the conclusion of their visit.



Supporting Documents

Policies

- [Child Safety Policy](#)
- [Excursion, Incursion and Safe Transportation Policy](#)
- [Health and Hygiene Policy](#)
- [Holistic Environment Policy](#)
- [Positive Guidance, Inclusion and Relationships with Children Policy](#)
- [Supervision of Children Policy LDC](#)
- [Supervision of Children Policy OSHC](#)
- [Transitions for Children Policy](#)
- [Water Safety Policy](#)
- [Workplace Health and Safety Policy](#)

Other Documents

- [Keiki Professional Practice Guide](#)

Resources

- [Education and Care Services National Law \(WA\) Act 2012](#)
- [Education and Care Services National Regulations 2012](#)
- [Approved Learning Frameworks](#)



Sources

- Australian Children’s Education & Care Quality Authority (ACECQA).
- Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0 (EYLF). (2023).
- My Time, Our Place: Framework for School Age Care in Australia V2.0 (MTOP). (2023).
- Early Childhood Australia Code of Ethics. (2016).
- Education and Care Services National Law (WA) Act 2012. (2025).
- Education and Care Services National Regulations 2012. (2025).
- Guide to the National Quality Framework. (2025).
- NSW Health. Munch & Move [Munch & Move \(nsw.gov.au\)](#). (2020)

- [Physical activity and exercise guidelines for all Australians | Australian Government Department of Health and Aged Care. \(2021\)](#)
- [MTOP-planning-cycle-A3.pdf \(acecqa.gov.au\) \(2023\)](#)
- [EYLF-planning-cycle-A3.pdf \(acecqa.gov.au\) \(2023\)](#)



Links to Regulations		
National Quality Standard		
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.

Education and Care Services National Regulations	
73	Educational program
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 services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

Education and Care Services National Law	
167	Offence relating to required programs



Review & Document Control	
Policy Reviewed	Modifications
August 2017	Extension of Policy from regulations and set out expectations for all parties

30th October 2017	Reviewed by panel and families. No suggestions or changes.
8th January 2018	Amended Quality Area to match with changes to the NQS. Removed term Centre Director and replaced with Coordinator.
30th October 2018	Added holistic as a term we use. Checked links and corrected grammatical errors.
June 2019	Updated onto new format and added new Keiki logo
June 2020	Updated regulations list. Added WA Curriculum.
June 2021	Added technology and road safety. Grammar and spelling check.
Sept 2022	Added pets and animals.
October 2022	New format. Clarification and additional information around screen time. References to the Curriculum Guide removed. Grammar and spelling check.
May 2024	New format. Updated links & planning cycle diagram. Add reference to Professional Practice Guide & developmental milestones.
October 2025	Added reference to AERO Learning Trajectories. Grammar and spelling check.
November 2025	Guidelines for technology use clarified including authorisation being obtained and supervision of children using screens.

Disclaimer

It is each employee, family and visitor to the service’s responsibility to read, understand, follow and address any concerns with management about this policy.

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You can find it at: <https://keikiearlylearning.com.au/policies-and-procedures/>

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