

POLICIES MANUAL

CURRICULUM



Philosophy

Unicare aspires to be a place of wonder where children can explore and develop a desire for lifelong learning. We are passionate about early childhood and as such, create magical environments and experiences that are both homely and inspiring to the young mind.

Unicare is dedicated to genuine partnerships with families and communities. Nurture, kindness and respect are at the foundation of Unicare principles promoting equality for everyone.

Curriculum Rationale

The Unicare curriculum was developed after a question was presented as a provocation at a pedagogical leaders meeting. The question was “What do we hope the children will have gained when they leave Unicare?”

These statements were the answers presented by teacher/educators:

- “ Emotional resilience.
- “ Empathy.
- “ Joy and enthusiasm for learning.
- “ Life skills.
- “ An understanding of how to be a caring and considerate citizen.
- “ How to be an effective communicator.
- “ An understanding of how the children fit into their community and their world.
- “ Conflict resolution and effective negotiation.
- “ How to assess risk and take appropriate risk to enhance learning.

We then took this information to see if it matched with our philosophy:

Unicare aspires to be a place of wonder where children can explore and develop a desire for lifelong learning. We are passionate about early childhood and as such, create magical environments and experiences that are both homely and inspiring to the young mind. Unicare is dedicated to genuine partnerships with families and communities. Nurture, kindness and respect are at the foundation of Unicare principles promoting equality for everyone.

The theorists underpinning the development of our philosophy and curriculum are:

Developmental theorists, Piaget, Steiner and Montessori and Socio-cultural theorists, Vygotsky, Bruner, Bonfenbenner and Malaguzzi. Our ‘flow’ program takes its name from a theorist named Mihaly Csikszentmihalyi. His theory that people are happiest when they are in a state of flow—a state of concentration or complete absorption with the activity at hand, forms the basis of our work in Galileo, Colosseum, Monet and of course Attenborough.

The following curriculum document outlines the main learning areas covered in our time with the children. Our intentional teaching will always be present, however, the children will often take us on different paths during the journey and we value this experience of being co-learners with them. Documentation of children's learning is undertaken using learning stories and floor books. Each child has their own learning portfolio and this information is used to scaffold and extend children's learning whilst at Unicare.

The Early Years Learning framework and the National Quality Standards are key to our service provision and to our curriculum planning and documentation of children's learning.

Our desire to strive for excellence in everything we do motivates us to constantly reflect on and evaluate our practices to ensure great learning outcomes for our children.

Documentation & Planning Cycle



Children's Curriculum

Legislation and Government Requirements:

Education and Care Services National Law (WA): 168; 323
Education and Care Services National Regulations:73-76
National Quality Standard for Early Years Education and Care

Sources:

Early Years Learning Framework
PSC Alliance <http://www.pscalliance.org.au/>

Policy Statement:

An approved learning framework will inform the development of curriculums; children's wellbeing is paramount and their strengths interest and needs will facilitate and enhance learning and development. Educators will actively interact, observe, analyse, evaluate and reflect on children's experiences and learning in relation to EYLF principles, practice and outcomes.

Strategies for Implementation:

- **Directors and Educators are responsible for the implementation of an approved learning framework: Service philosophy and the Early Years Learning Framework principles, practice and outcomes guide the curriculum.**
- Educators will be provided with opportunities to further their professional development, knowledge and skills in early years care and education.
- Educators continually reflect on children's experiences, thinking, learning and documenting observations and assessment utilising a variety of methods including floorbooks, learning stories, developmental checklist, diary notes, photographs etc.
- Unicare provides holistic curriculums that are responsive to children's lives, interest and strengths and promote each child's development. Educators work in collaboration with children, families, communities and other professionals to enhance and individualise programs.

- The curriculum will be balanced; provide for indoor/outdoor learning experiences, quiet/active times, individual/small/large group times, time for individual educator/child interaction, children's individual and group interests, children with additional need and be flexible enough to allow for spontaneity.
- Learning about healthy lifestyles including nutrition, personal hygiene, dental hygiene, physical fitness and social relationships is important for children's emotional and physical wellbeing, experiences will be regularly included in the curriculum.
- Environmental sustainability will be a fundamental part of learning. Educators will plan and model sustainable practice which may include but not limited to; recycle stations, energy conservation, water conservation, reusing and restoration projects, growing and harvesting produce and recycling food scraps.
- **Curriculums will be displayed in each indoor playing area** and in a position where families are able to see them and can discuss any aspect of the curriculum with educators. Families are welcome to copies of documentation, assessments and evaluations in relation to their children.
- As each family arrives they will be greeted by an Educator. Educators will actively communicate with families regarding children's experiences. Families are informed promptly and sensitively of any issues or concerns in regard to their child.
- **Electronic and/or hard copies of curriculum documentation will be kept for 3 years.**
- Curriculums will reflect the cultures of families who utilise our service. Unicare will celebrate events with children and families that reflect the cultural heritage and ethnic origins of children attending the service as well as the broader community including Aboriginal and Torres Strait Islander communities.
- Educators will be actively involved in children's play and encourage them to try new experiences. When communicating with children Educators will ensure they are at the child's eye level and ensure interactions are meaningful and respectful.
- Children will be encouraged to explore their environment and take appropriate risk to promote their development. Children will be regularly reminded of safety procedures for play equipment.
- Educators will monitor noise levels in the environment and adjust activities with children to ensure noise levels are appropriate and do not interfere with purposeful play or activity.
- Routines will be flexible to facilitate children's play. Routine task will include children and be utilised as everyday learning opportunities. Children will be respectfully informed of changes and given notice of transitions as required.
- Unicare recognises the importance of family and friendships. Where possible children will be placed with or have regular visits with siblings and/or friends. Families are actively invited to facilitate children's experiences and share their skills and knowledge.

- Unicare recognises the importance of community involvement; children will be active participants in Unicare local community. Community members will also be invited to Unicare to share their social and cultural heritage.

Resources/Equipment

- In collaboration with the Nominated Supervisor/Director Educators will ensure resources are available to support curriculums.
- All equipment and toys purchased for the service will meet Australian safety standards, be appropriate to the developmental stages, be sufficient in number and reflect interests and culture of the children at Unicare.
- Educators will be diligent to ensure that all equipment and toys are kept in a thoroughly safe, clean and hygienic condition and in good repair at all times, and stored in a safe manner. Children will be taught to use equipment appropriately.
- Children will be carefully introduced to new toys/equipment and taught how to use and care for them appropriately. Soft fall materials will be placed under climbing equipment and children will be directly supervised at all times.
- Paddling pools and water trolleys will only be used under the direct supervision of an Educator. When not in use this equipment will be emptied and stored in such a manner that it cannot collect water.

Diversity and Inclusion

Legislation and Government Requirements:

Education and Care Services National Law (WA) 2012:
Education and Care Services National Regulations 2012: 73; 74; 75; 76; 155; 156; 157; 168;
National Quality Standard: 1.1.2; 1.1.5; 1.2.1; 1.2.2; 4.2.1; 5.1; 5.2; 6.1.2; 6.2.1; 6.3.1
The Equal Opportunity Act 1984: www.equalopportunity.wa.gov.au
Early Years Learning Framework for Australia

Resources:

Office of Multicultural Interest WA <http://www.omi.wa.gov.au/>
Department for Communities – www.community.wa.gov.au
Early Childhood Australia website – www.earlychildhoodaustralia.org.au
Child Australia - <http://www.childdustralia.org.au/>

Policy Statement:

Unicare aims 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. Unicare involves the community to assist Educators and children understand and accept the range of cultures and abilities of members of the local community. Differences in backgrounds, culture and abilities are valued and families are actively encouraged to share their experiences with Unicare and its families. The centre 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 curriculum.

Strategies for Implementation:

- *Educators will actively seek information from children, families and the community, about their, cultural traditions, customs and beliefs, and use this information to provide children with a variety of experiences that will enrich the environment within the Service.*
- *Educators will work in partnership with families to provide education and care that promotes child development and is consistent with the family's culture, beliefs and the Early Years Learning Framework. Specific requests will be honoured where practical to demonstrate respect and ensure continuity of care of the child.*

- *The Nominated/Certified Supervisor will ensure resources that reflect the diversity of children; families and the community, and promote awareness and appreciation of Australia's Aboriginal and Torres Strait Islander cultural heritage are accessible to Educators and children.*
- *Educators will be sensitive and attentive to all children, respect their backgrounds and abilities, and ensure that their individual needs are accommodated at the Service.*
- *Educators will treat 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 and children will discuss incidents of bias or prejudice in children's play or relationships and support children to understand and find strategies to counteract these behaviours.*
- *Families will be consulted in the development of holistic programs which are responsive to children's lives, interest and learning styles. Reflecting the children's family culture and community.*
- *Educators will access resources and encourage other educators, families and community members to share their stories, experiences, skills, cultures and beliefs as an integral part of daily curriculums promoting inclusion, understanding and respect for all.*
- *Children with additional needs will be provided with support so they can be included as equals within the Service. This may require the assistance of social, ethnic or special therapist which Unicare will access in collaboration with the child's family.*
- *Educators will closely monitor children's development. If they have concerns they will liaise with the Nominated Supervisor and/or designated Inclusion Support Facilitator. Educators will talk with the child's parents and assist in accessing additional support services in the community such as Inclusion Support Agencies; Community Health Services etc.*
- *Educators will work closely with families and other agencies to develop individual support plans which promote inclusion of children with additional needs.*
- *Unicare will aim to recruit Educators from diverse cultural and linguistic backgrounds that reflect the community wherever possible.*
- *The Code of Ethics will be an integral part of Educator orientation and practice at Unicare. Ongoing professional development will be available to all Educators.*

Excursion Authority

Dear families,

In order to enhance our curriculum and expand on the experiences and development of the children we are planning an excursion to the Woolworths Fresh Food Kids Discovery Tour.

Excursion date: Friday 28th September 2018

Destination description: Woolworths Subiaco Square, Centro Subiaco, 29 Station St, Subiaco 6088

Number of Educators: 5

Children: 12

Volunteers:

Time of Departure: 8.30am (Please ensure children arrive before this time to avoid disappointment)

Time of return: 11.30am

Method of transport: Bus (Public Transport)

Proposed activities include: Learning the importance of eating fresh fruit and vegetables. Exploring different types of fruit and vegetables through hands on activities.

Cost: Covered by Unicare

A risk assessment has been conducted and is available at the service upon request.

Please ensure that your child wears appropriate clothing including a T-Shirt covering the shoulders and sensible footwear. If your child is displaying any signs of being unwell, it is in the interests of all, that you do not send them on this excursion.

If you have any questions please do contact an Educator in your room.

Thank you.

Thank you for the information regarding the excursion to _____

I do / do not give permission for _____ (child's name) to participate.

Signed: _____ Print name: _____ Date: _____

Excursions and Transportation

Legislation:

Education and Care Services National Law (WA) Act 2012; 165; 165(A);167; 169; 174(2) Education and Care Services National Regulations 2012; 99; 100; 101; 102; 136; 168

National Quality Standard for Early Childhood Education and Care; 1.1.1; 1.1.2; 2.3.1; 2.3.2; 4.1.1; 4.2.1; 6.2.1; 6.3.4

Sources:

Department of Transport WA <http://www.transport.wa.gov.au>

Kidsafe <http://www.kidsafe.com.au/>

Professional Development and Support for Children's Service in Australia <http://www.pscalliance.org.au>

Policy Statement:

Excursions are considered to be an integral part of the children's program and will be arranged accordingly to provide a broad range of learning experiences for children. Parental permission will be sought for all excursions which will be organised to comply with the Education and Care Service National Regulations and Law.

Strategies for Implementation:

- On excursions from Unicare, children will at all times be in the charge of a responsible Educator.
- The educator: child ratio will be maintained in accordance with Education and Care Service National Regulations. Additional responsible adults may facilitate excursions if required. Considerations for adult: child ratios include; age and abilities of children, excursion destination, method of transport and types of activities.
- The nominated supervisor/educator will prepare an excursion authority and risk assessment for each excursion in order to identify and assess risks that may pose to the safety, health and wellbeing of a child and specify how the identified risks will be managed and minimised.

- **A risk assessment will include but not limited to**
 - The proposed route and destination
 - Water hazards and risk associated
 - Transportation
 - Adult : child ratios
 - Skills of responsible adults (e.g. a water based activity may include the presence of a qualified life guard)
 - Proposed activities
 - Duration of the excursion
 - Items to be taken (e.g. mobile phone and emergency contact numbers for families)
- **Written permission will be obtained from families whose children are participating in the excursion.** The authorisation must be given by a parent/guardian or other person identified in the enrolment form as having authority to authorise taking the child out of the service. The signed authority will include
 - The child's name
 - Reason for excursion
 - Date of excursion
 - Description of proposed destination
 - Method of transport
 - Proposed activities to be undertaken
 - Period the child will be away from the premises
 - Number of children and educators attending
 - Additional responsible adults
 - That a risk assessment has been conducted and is available at the service.
- The senior educator in charge of the excursion will have a list of the children on the excursion and the emergency contact details provided by parents.
- The contact staff member in charge of the excursion will have a mobile telephone, which is turned on, and on which he/she may be contacted at all times during the excursion.
- Children may be taken on walking excursions within the local community when parents have signed the authority contained within the enrolment form. A risk assessment of the area will be conducted every 12 months.
- Adult volunteers may be used to augment adult:child ratio's on outings. All children must remain in the direct supervision of an Educator at all times.
- Where public toilets are utilised these will be checked first by an Educator to ensure they are safe. Children will not be left unsupervised.
- Educators will ensure all adults attending the excursion are advised of their responsibilities including:

- Advising the educator in charge of an incident, emergency or identified risk.
 - Identify who is in charge of the first aid kit and which educators are qualified to administer first aid.
 - Ensuring the children they are assigned stay with them at all times.
 - Make regular head counts of the children they are supervising to ensure everyone is accounted for.
- At least one educator qualified in first aid will be available on the excursion.
 - **A fully equipped and properly maintained First Aid Kit (including emergency asthma and anaphylaxis equipment) will be taken on all excursions from the premises.**
 - Where children are taken on an excursion that is close to a body of water additional adult supervision will be organised. Educators will have constant visual contact and remain in close proximity at all times.
 - **A record of each excursion will be retained for 3 years, and will include:**
 - Name of each enrolled child that attended
 - Parent authorisations
 - Risk assessment.

Transport

- Children will not be transported in a motor vehicle without the written authorization of the parent/guardian of the child.
- Children traveling on a bus will be required to remain seated at all times and use seatbelts if they are fitted.
- Children under 7 years of age are not permitted to travel in the front seat of a vehicle.
- When traveling in a motor vehicle children up to 6 months must use a rearward facing restraint. Children 6 months to 4 years must use a restraint with a built in harness and children 4-7 years must use a booster seat. (Vehicles of 13 or more seats are exempt from the restraint requirements for 0-7 year olds if restraints are not available.)
- The educator: child ratio will be maintained in accordance with Education and Care Service National Regulations during transportation.
- Journeys by public transport will be carefully planned and assessed. Adult:child ratios will be carefully considered and communication with the transport authority advisable. Children will remain in the direct supervision of educators.

Procedures for breakdown, accident or other emergency

- Should the vehicle in which the children are passengers break down, or become involved in an accident or other emergency an educator will:
 - assess the danger;
 - assess the safest place for the children to wait for a replacement vehicle, or for repairs to be carried out;
 - call an ambulance and/or administer first aid if required;
 - contact the service to advise them of the situation.

A risk assessment has been conducted and is available at the service upon request.

Please ensure that your child wears appropriate clothing including a T-Shirt covering the shoulders and sensible footwear. If your child is displaying any signs of being unwell, it is in the interests of all, that you do not send them on this excursion.

If you have any questions please do contact an Educator in your room.

Thank you.

Thank you for the information regarding the excursion to _____

I do / do not give permission for _____ (child's name) to participate.

Signed: _____ Print name: _____ Date: _____

Guiding Children's Behaviour

Legislation:

Education and Care Services National Law (WA): 171

Education and Care Services National Regulations: 155

National Quality Standard for Early Years Education and Care: 1.1.1, 1.1.5, 1.1.6, 1.2.1, 3.1, 5.1, 5.2.2, 5.2.3

Sources:

Early Childhood Australia website – www.earlychildhoodaustralia.org.au

PSC Alliance - www.pscalliance.org.au

Department for Communities - www.communities.wa.gov.au

Policy Statement:

Unicare will provide a secure, loving and stimulating environment which encourages children to co-operate, enhances their self-esteem and encourages positive interactions with others, and where acceptable behaviour is promoted and any recriminations are kept to a minimum. Educators will endeavour to build relationships with children based on mutual respect and trust and guide children's behaviour in positive ways.

Strategies for Implementation:

- Clear guidelines about acceptable behaviours will be developed with input from children, families, educators and management.
- Limits to behaviour will be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way.
- Educators will create environments with sufficient space and resources; children will have easy access to resources to promote positive social interactions.
- Children will be encouraged to express their feelings in acceptable ways and to settle their differences in a peaceful manner.
- Educators will demonstrate acceptable behaviours during the course of their interactions with all children and each other. Their role modelling will encourage positive and responsible socially acceptable behaviour
- Educators will show their respect by using normal tone and volume when interacting with children; allowing older children greater freedom and responsibility in recognition of their developmental stage; and work co-operatively with children to solve problems. Positive behaviours will be encouraged by

diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child's strengths and achievements.

- **Non-enrolled children** in the company of their families will be **required to conform to** Unicare policy on **acceptable behaviour**. Parents/Guardians who wish to discipline their own children whilst at Unicare will not at any time use any form of corporal punishment or unacceptable language. If a parent is not able to control their non-enrolled child's behaviour they will be asked to remove the child from the centre.
- Unicare believes that developing a supportive relationship with the children encourages them to learn skills in self-control. Punishing a child stops the negative behaviour for a while but does not teach the child self-restraint. The consequences of unacceptable behaviour will be discussed with the child and will be consistently followed through. No punishment will be given and the child will be reminded in positive terms of the expected behaviour.
- A "cooling off" period may be needed so the child can calm down before discussing what happened and sharing their feelings with the educator. Educators will always talk to the child quietly and respectfully, and preferably away from the rest of the group. Time away to cool down will vary from child to child and may include: listening quietly to soothing music, sitting quietly with the Educator, doing something physical i.e. kicking a football, sitting quietly with a book, talking to a close friend, being left alone (but not out of sight). No child will be isolated for any reason other than illness or accident.
- Where a dispute or conflict occurs Educators will talk to all the children involved, be calm, fair and positive in their assessment of the situation. Wherever possible the children will be involved in deciding on the appropriate course of action to follow. Educators will model appropriate behaviour at all times. If an Educator feels they are unable to control their behaviour in a particular situation, they will ask for assistance while they remove themselves from the incident to cool down.
- Biting and hitting are normal behaviours in the development of many children, usually caused by lack of verbal communication skills. If a child bites or hits another the following procedures will apply:
 - Educators will attend first to the victim to comfort the child, assess their injuries and apply first aid.
 - While attending to the victim (or immediately afterwards) the educator will talk about the incident with the biter/hitter, explaining the consequences of his/her action, in words they will understand. The educator will show their disapproval for the child's actions using tone of voice and facial expressions, and encourage the child to "help" make the victim feel better through positive and gentle interactions. Educators will suggest an alternative action to biting or hitting i.e. encourage the child to say "My turn please", and will follow this up by encouraging the biter/hitter to ask for a turn and making sure he/she does have a turn.
 - An accident report will be written. Parents of victims do not need to know who bit their child.
 - A record of what happened will be made including: how the situation arose and why the child bit or hit. This information will help educators to prevent a repeat incident.
 - If biting or hitting is an on going concern with a particular child his/her parents should be informed and strategies developed that are consistent between home and the Centre.

- If a child's behaviour places him/herself or another child in danger, educators will act immediately to prevent the danger, and then talk through the problem with the child or children concerned.
- Where children exhibit recurring unacceptable behaviour the nominated/certified supervisor, educators and family may develop a behaviour management plan to be followed consistently between Unicare and home.
- If children consistently display unacceptable behaviour the Educators in the child's room will ensure:
 - The expectations of the child's behaviour are realistic and appropriate to their developmental level.
 - The child understands the limits.
 - They work together with families to ensure there is no conflict between Unicare and home expectations.
 - The child's needs are being met ie. adequate storage for personal belongings, adequate nutritional snacks provided, centre set up to encourage independence.
 - The child has no impediments which may cause the unacceptable behaviour.
 - The child isn't copying observed behaviour.
 - Consequences of the behaviour do not encourage it to persist.
 - Strategies are consistently followed by all Educators in contact with the child.
- The Director/Co-ordinator is available to discuss and assist with any concern a parent may have in respect of their child's behaviour or participation in the program.
- If the unacceptable behaviour persists the Director/Co-ordinator will jointly with the parent seek advice from an appropriate agency or professional.
- After all of the above principles have been followed and depending on the severity of the behaviour the following steps will apply:
 1. The Director will write to the family regarding the child's unacceptable behaviour. The child will be given reasonable time to respond positively to new strategies and the family will be supported.
 2. If there is insufficient improvement in the child's behaviour the Director will write to the parent to advise them of this, and to explain that the child's attendance at Unicare is suspended for the next 2 weeks in order to give the child time to modify his/her behaviour away from the Centre. After this time the child may return to the Centre and will be given reasonable time to display a positive change in behaviour.
 3. If the child does not demonstrate a positive change in behaviour on their return to the Centre, the Director will write to the parent to explain that the child's attendance at the Centre will be suspended until such a time as the behaviour is corrected.
- After the child has been given every opportunity to respond positively and if all methods fail to result in an improvement in behaviour, the Director will discuss alternative care with the family, in consideration of the health and safety of the other children.

- In the case of severe behaviour which threatens self harm or bodily harm to educators or other children, the parent will be informed that the child will be suspended or dismissed immediately.

Procedure for transitioning children

Unicare will only facilitate transitions which are in the best interest of children. Transitions to new rooms will happen when children are developmentally ready to move to the next group. Collaboration between, management, Educators, children and families will be an essential part of the transition.

- Educators communicate with management and identify that the child is developmentally ready (where a child has red flags in their developmental checklist it may be an indicator that they are not ready to transition) to transition to the next group. Children's siblings will be taken into consideration when placing children in new rooms.
- Educators/management to speak with the family regarding the proposed transition, talk about what the next group has to offer and how this is in the best interest of their child. Listen attentively to any concerns; consider and reassure. The family must consent prior to proceeding with the transition. A transition letter will be provided.
- Introduce the children and family to the new Educators and environment.
- Educators to communicate any special medical, dietary and/or cultural requirements to new room Educators.

The main objective is for new educators to build relationships, suggested strategies include:

- New educators to visit children in their existing rooms to initiate relationships, (swap educators if necessary) this can be for short periods, doesn't have to be all day.
- Ensure there are opportunities at differing times of the day for children to visit new environments each day they attend over an approximate 2 week period. **A familiar Educator should always be present to support the child.** New educators should take every opportunity to engage with the new children.
- Organise a small activity... e.g. make play dough with a small group of transitioning children in the new environment with a new educator.
- Provide feedback to families regarding children's visits each time.
- When all Children, families and Educators are confident the child is ready the child will be enrolled in the new environment.

Documentation

- Ensure children's individual developmental summary and developmental checklists are complete and all information included in the child's electronic file is transferred to new room file.
- New room educators to update the child/family profile information in collaboration with families; identify any changes and information required to best support the child.
- Support and monitor the child closely, continually liaise with the family regarding the child settling, send photos/text and call as in orientating a new family.
- If required provide the room welcome book for children and families to learn more about their new educators/room in the safety of their own home.

Curriculum/Documentation expectations for Dec/Jan

- Keep December curriculum brief and manageable, it is not necessary to do learning stories during Dec, wrap up any loose ends.
- Individual summaries to be completed for every child.
- Developmental checklist to be up to date.
- Files of transitioning children to be moved to next room.
- Allergy, health and dietary information to be communicated to new room.
- Documentation, learning stories and photos of children who are leaving to be put on a flash drive and given to families.
- **January curriculum:** Focus on building relationships with children and families and settling children, roll over any unfinished projects where existing children are still in attendance. Incorporate Australia day and children's cultures to support belonging.

UNICARE
POLICY | 2020
CURRICULUM

