

Background

Educators are expected to implement the Sunkids Curriculum that is guided by the Early Years Learning Framework and the Queensland Kindergarten Learning Guidelines to ensure that the educational program provides young children with 'opportunities to maximise their potential and develop a foundation for future success in learning' (National Quality Standard, ACECQA, 2011).

Policy statement

The Sunkids Curriculum is based on the knowledge, ideas, culture, abilities, and interests of each child as communicated to educators by their parents, observed by their educators and contributed by the children. The contributions of younger children are interpreted by their educators. The Sunkids Curriculum is documented by educators, and this documentation is evidence of parents' and children's contributions. Educators assess individual children's learning as part of an ongoing cycle of planning, documenting and evaluation. All documentation relating to the program is readily available to parents.

Strategies and practices

- The Service implements the Early Years Learning Framework (EYLF) and is guided by the EYLF's eight principles: -
 - Build secure, respectful and reciprocal relationships
 - Develop partnerships
 - Are respectful of diversity
 - Embed Aboriginal and Torres Strait Islander perspectives
 - Commit to equity, inclusion and high expectations
 - Consider sustainability in all its forms
 - Engage in critical reflection and professional learning
 - Exercise collaborative leadership and work as a team
- The dimensions of the program support children in celebrating the EYLF's outcomes: -
 - Children have a strong sense of identity
 - Children are connected with and contribute to their world
 - Children have a strong sense of wellbeing
 - Children are confident and involved learners
 - Children are effective communicators
- The Service provides an Approved Kindergarten Program, employs the required number of appropriately qualified Early Childhood Teachers (ECTs), and has suitable resources to implement an effective program.
- The Service implements the Queensland Kindergarten Learning Guidelines (QKLG) and is guided by the five principles: -
 - High expectations, equity, and respect for diversity
 - Respectful relationships
 - Collaborative partnerships
 - Effective pedagogies
 - Reflective practice and professional decision-making

- The dimensions of the program support children in celebrating the Queensland Kindergarten Learning Guidelines outcomes: -
 - Identity
 - Connectedness
 - Wellbeing
 - Active learning
 - Communicating
- Sunkids Services use OWNA as an online electronic portfolio for all children. Educators create a personal portfolio for each child, which becomes the cumulative record of their learning.
- Sunkids Management keep a copy of each child's OWNA electronic portfolio for a period of 3 years, as per National Law; Section 175 National Regulations; Regulations 177-184 "Child Assessment Records must be kept until the end of 3 years after the child's last day of attendance".
- The Service's designated Educational Leader oversees Sunkids Curriculum and facilitates collaboration between all educators. The educational program is discussed in team meetings, and educators are provided with professional development opportunities.
- Parents' verbal and written input is integral to the program and is actively sought from parents while their children attend the Service. At enrolment and orientation, the Nominated Supervisor explains the Sunkids Curriculum to parents, and uses examples of past documented programs to show how their input is used to ensure Sunkids Curriculum is based on their child's knowledge, ideas, culture, abilities, and interests.
- Parents are shown where to access printed information on the EYLF and QKLG, and an information hub in the Service contains resources on the EYLF and any other framework used at the Service.
- Each room has its own Weekly Curriculum which is developed on the OWNA platform and is available for families to view through the OWNA app at all times. The program details such items as child-initiated and educator-initiated activities, intentional teaching, and parent input. The program is planned as part of an emergent curriculum, with some activities planned in advanced based on children's interests and participation in the program, while majority of the Weekly Curriculum is planned day by day led by the children.
- Each child's knowledge, ideas, culture, abilities, and interests are the foundation of Sunkids Curriculum, utilising an emergent approach to education which ensures that all children's voices are heard and portrayed within the program.
- Each child's sense of agency is promoted, enabling them to make choices and decisions and influence events and their world.
- The indoor and outdoor learning environments are arranged and well-resourced with materials which are age, developmentally and culturally appropriate, and meet the children's interests. Parents and children are asked to contribute ideas for resources and to the arrangement of the learning environments. Each day, children can select resources (e.g., books, toys, puzzles, bicycles, sand, climbing equipment), decide how they will use them and whether they will use them alone or with others. Educators respond to children's ideas and use intentional teaching to scaffold and extend each child's learning.

- Indoor and outdoor learning environments reflect natural elements and include quiet soothing places where children may have time to be alone, as well as places where they can engage in creative activities.
- Educators reflect using the Weekly Curriculum in OWNA, individually and as part of the team – on every aspect of the education program, particularly its implications for fairness and social justice for each child. Refer to the Service’s Educator Professionalism and Ethics Policy.
- When appropriate, educators use intentional teaching strategies (e.g., discuss, question, scaffold, explain, encourage) to extend children’s learning. They also intentionally teach children awareness of topics such as sun protection, fire safety, water safety, handwashing, and general hygiene self-help skills and knowledge.
- Sunkids Curriculum, including routines, is organised to maximise opportunities for each child’s learning. It allows for extended periods for children to engage in learning. Mealtimes are unhurried social occasions. Rest and relaxation periods involve intentionally teaching older children relaxation and self-regulation techniques.
- Educators observe each child’s responses to the program both as an individual and as part of a group, assess the child’s progress towards the outcomes of the relevant framework, either the EYLF or the QKLG, and document the observation and assessment. They use this documentation to meet each child’s individual needs. The documentation is available to parents on OWNA.
- Every child is supported to participate in the program. Where appropriate, the Service liaises with external agencies on ways to best provide education and care for children with additional needs.

Additional safe practices for babies

- Babies eat and sleep on demand and their relationship with consistent educators is recognised as vital. Babies routines from home are followed as closely as possible during their time at the Service.

Responsibilities of parents

- To inform the Service of any changes in their child’s education and care needs.
- To contribute to Sunkids Curriculum.
- To provide the Service with up-to-date information on their child and any circumstances affecting the child.
- To read, understand and sign the “*OWNA Online Electronic Portfolio Permission Form*”.

Procedure and forms

- First Day Page
- Portfolio of Learning and Development Child Contribution
- Portfolio of Learning and Development Family Contribution
- Portfolio of Learning and Development Group Interest (Mind Map)
- Portfolio of Learning and Development Group Interest Record
- OWNA Online Electronic Portfolio Permission Form

Links to other policies

- Animals and Pets at the Service Policy
- Dangerous Products, Plants, Vermin and Objects Policy
- Dental Health Policy
- Educator Professionalism and Ethics Policy
- Excursions and Incursions Policy
- Handwashing Policy
- Relationships with Children Policy
- Interactions with Families Policy
- Nappy Change and Toileting Policy
- Sun Protection Policy
- Environmental Sustainability Policy
- Water Safety Policy

Links Education and Care Services National Regulations 2011, National Quality Standard 2011

Regs	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

QA	1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with the community, wellbeing, confidence as learners and effectiveness as communicators
	1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program
	1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning
	1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback
	1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world
	1.3.1	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 on children's learning and development, both as individuals and in groups, drives program planning and implementation
	1.3.3	Families are informed about the program and their child's progress
	3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child
	3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments
	3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning
	5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
	7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle

Sources

- Abbey, B and Maclean, P. (2010). *EYLF: Programming and documentation made easy*. Accessed 23 June 2025.
- Rosback, S and Wilson, S. (2012). *The EYLF and NQS without tears*. Accessed 23 June 2025.
- ACECQA – *Belonging, Being & Becoming. The Early Years Learning Framework for Australia V2.0, 2022*. <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf> accessed 23 June 2025\4.
- Early Years Learning Framework V2.0 2022
- Queensland Kindergarten Learning Guidelines 2019
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework 2024
- Guide to the National Quality Standard 2018

Further reading and useful websites

- Australia Children’s Education and Care Authority – <http://www.acecqa.gov.au/> accessed 23 June 2025
- Australian Government Department of Health. (2015). *Get up & Grow: Healthy Eating and Physical Activity for Early Childhood resources*.
<https://www.health.gov.au/resources/collections/get-up-grow-resource-collection> accessed 23 June 2025

Policy review

The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur, and any issues identified as part the Service’s commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.

Version Control

Version	Date Reviewed	Approved By	Comments/Amendments	Next Review Date
1	8 January 2018	Kaylene Harper	Updated to changed NQF requirements 1 February 2018.	January 2019
2	4 February 2019	Kaylene Harper	Policy reviewed. Sources and further readings accessed and updated.	February 2020
3	29 January 2020	Kaylene Harper	Policy reviewed. Sources and further readings accessed and updated.	January 2021
4	14 October 2020	Kaylene Harper	Policy reviewed. Sources and further readings accessed.	October 2021
5	29 September 2021	Kaylene Harper	Policy reviewed:	September 2022
6	6 October 2022	Linda Hollard	Policy reviewed. Accessed sources and further information	October 2023
7	22 August 2023	Grace McKinstry	Policy Reviewed. Accessed sources and further information	August 2024

Educational Program

8	21 June 2024	Tiffany Boeske	Policy Reviewed. Sources updated.	June 2025
9	23 June 2025	Gen Mahaki	Policy reviewed. All sources, references and further reading updated.	June 2026

