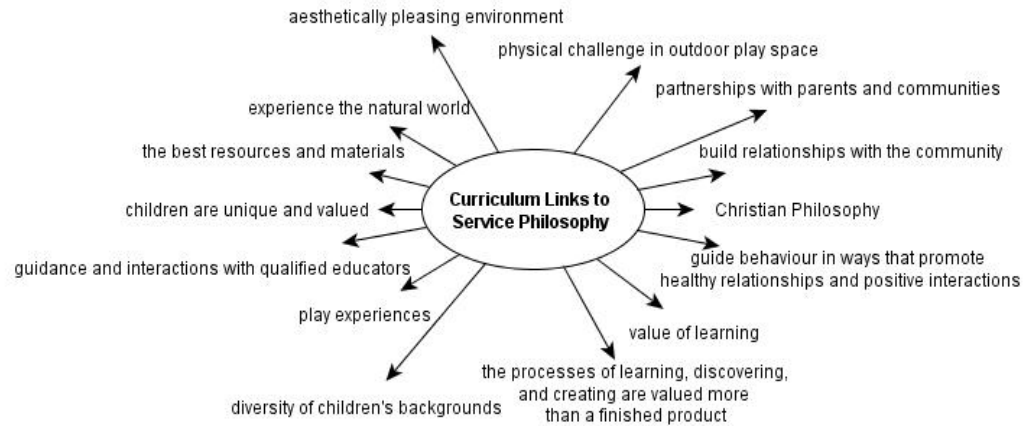


**AIM:** To describe the **Curriculum** that guides Practice at this Preschool.

To support children on their Learning Journey at Preschool in ways that reflect our Philosophy and our understanding of how children learn.



**DEFINITION:**

- **Curriculum** covers all the interactions, experiences, activities, routines and events, planned and unplanned that occur in an environment designed to foster children’s learning and development (EYLF P.9).
- In the “Guide to the NQS” both the terms **Curriculum** and **Program** are used. *Element 1.1.2 states that each child’s current knowledge, ideas, culture, abilities and interests should be the foundation of the Program.*

**STATEMENT OF INTENT:**

- The Curriculum of this Preschool will reflect the Principles and Practices of the **Early Years Learning Framework** that lead to the five Learning Outcomes.
- It will also meet the requirements of the National Quality Standards and the National Regulations.
- This Curriculum will provide a stimulating and nurturing learning environment for every child who attends this Preschool.
- The foundation of the Curriculum is a play-based approach to learning, where children organise and make sense of their world as they engage with people, objects and representations (DEEWR 2009 P.6).

**IDENTITY \* COMMUNITY \* WELLBEING \* LEARNING \* COMMUNICATION**

**IMPLEMENTATION:**

- The EYLF (Belonging, Being and Becoming, the Principles and Practices, and the Learning Outcomes) will guide pedagogical decision-making and everyday work.
- Educators will use the five Outcomes to plan for children’s learning and development, as well as to track children’s progress. The Learning Outcomes

are long term goals that each child will move towards at their own pace. *Each child's learning and development will be assessed as part of an ongoing cycle of planning, documentation and evaluation (Element 1.2.1).*

- Planning the Program will involve observing, gathering and interpreting information about children to inform the preparation of environments and experiences that will engage them and be meaningful for them.
- Children's voices will be reflected in the processes of the Program.
- Reflection on and documentation about children's experiences and engagement with the Program will inform the ongoing planning process.
- Each child is unique and will be valued as a capable partner in their own Learning Journey. They will be encouraged during their time at Preschool to become an independent thinker and learner, forming a sound base for a lifelong love of learning.
- As the children are encouraged and supported to participate in decision-making about their own learning, they develop confidence in their own abilities and sense of self.
- Planning will use a holistic approach to children's learning, which will nurture their physical, social, emotional and spiritual wellbeing, as well as cognitive aspects of learning.
- There will be a balance between active and quiet experiences both indoor and outdoor.
- All aspects of the day including arriving and leaving, settling, eating, resting, toileting and transitions are part of the Curriculum. Intentional teaching and learning occur throughout routines and transitions as well as during activity times.
- Planning will include child-led and initiated learning as well as Educator-supported and initiated learning opportunities (Intentional teaching).

*"Planning is a mix of what Educators notice children are ready to learn, and what children are personally interested in pursuing" (Kennedy and Barblett).*

*Educators will respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning (Element 1.2.2).*

- Children's and families cultures will be acknowledged in the Program.
- Educators will provide opportunities for children to participate in experiences that increase awareness, respect and appreciation of Aboriginal and Torres Strait Islander peoples and culture.
- Parents are able to contribute to and participate in the planning of the Program.
- Parents will see the Program displayed in ways that demonstrate the intent of

the learning planned for the children as well as the outcomes.

- The program (or Curriculum) will be responsive to what is happening in the children's lives and in the wider community.
- Educators will discuss plans for the day with their group, encouraging children to be active participants in decision making. Ongoing discussion and planning can occur at any time during the Preschool day.
- Materials and equipment will be displayed in inviting and accessible ways for children to choose and to extend their interests.
- The natural environment will play a significant role in the education and provision of resources and experiences provided for children.
- Children will work with the Educators to care for their world and discuss and implement sustainable practices in the Preschool environment.
- Collegial reflection and information sharing will characterise the daily professional interactions between Educators, and the processes of evaluating and planning the Program.

*Critical Reflection on children's learning and development, both as individuals and groups will be regularly used to implement the Program (Element 1.2.3).*

### REFERENCES

DEEWR 2009 *"Belonging, Being and Becoming: The Early Years Learning Framework"*

ACECQA 2011. *"Guide to the National Quality Standard"*.

Kennedy, A. and Barblett, L. 2010 *"Learning and Teaching through Play: Research in Practice Series"*

*Education and Care Services National Regulations 2011: 73-76, 84, 99, 100, 103-105, 118, 121-124, 125-128, 129-135, 145, 155-157, 165, 167, 168, 177.*