

## **CURRICULUM PLANNING POLICY**

### **NQS 1.1, 1.2, 1.3 February 2018**

The Early Years Learning Framework (EYLF) is our approved learning framework. Our Philosophy Statement (which is reviewed annually) guides our pedagogy. EYLF affirms that our curriculum encompasses all the interactions, experiences, routines and events planned and spontaneous that are designed to foster learning and development in our integrated birth to school entry setting. The program is play based and underpinned by current national and international early childhood research supporting an emphasis on communication and language, cognition and social and emotional development. Children are integrated with siblings and others for the majority of the day, but are formally divided into smaller groups for more developmentally appropriate intentional teaching experiences for short periods of time. We believe in an inquiry based, emergent curriculum in accordance with the EYLF and its practices and principles, Respect, Reflect, Relate (RRR), the DECD Literacy and Numeracy Indicators and the notion of Executive Function and Learning Dispositions. The EYLF is child centred, focussed on play, inclusive, open ended, challenging and inquiry based. It acknowledges children's prior experiences within a secure and happy atmosphere which will complement the home environment and nurture children's dispositions for learning. The program forms a foundation for ensuring that children in our birth to school entry integrated setting experience quality teaching and learning.

The Children's Centre promotes a balance between an educational curriculum and care program through a team of Educators, Allied Health and Community Development professionals. Noticeboards, photos and children's artwork display the curriculum, spontaneous experiences, and related EYLF information, every day.

Families receive information in their child's portfolio which consists of Learning Stories, photos, noticings, small and large group experiences and creative work. Learning Stories mostly include a narrative, an analysis of learning (based on EYLF, RRR, Literacy and Numeracy Indicators, Executive Functions and Learning Dispositions) and some future goals. Educators meet to plan and evaluate the curriculum and have regular Program Review/Staff meetings. The EYLF Learning Outcomes describe the dimensions of learning and development and are used as evidence to track children's progress over time. Parents are encouraged to speak to their child's guardian educator for information at arrival or departure times, they can arrange an interview at a mutually convenient time, or we will email or phone them. All learning experiences are offered to enhance the individual child's growth and development, including their self esteem, resilience, persistence, independence and empathy.

### **Children's Observations**

Educators will observe and collect developmental records on all children. This information will be confidential.

### **Children's Portfolios**

Portfolios are available to children and families at all times. Families are encouraged to contribute to their child's portfolio and to take them home at any time. The child's portfolio is theirs to keep when they leave the centre.

CREATED: January 2018

REVIEWED:

TO BE REVIEWED: February 2019

SOURCED: Children's Services (Child Care) Regulations 19998  
 We can make a difference – learning and developing in child care (2005)  
 "You can do it!" (Social-Emotional Learning Curriculum) 2004  
 Early Years Learning Framework – 2009  
 National Quality Standard Professional Learning Program No. 39 Observing

Children (2012)  
Respect, Reflect, Relate DECS 2008  
Implementation guidelines for Indicators of Preschool Numeracy and Literacy  
in government preschools – DECD 2015