

## OUR EDUCATIONAL CURRICULUM

Our curriculum is based around the National Early Learning Years Framework (EYLF) Belonging, Being, Becoming.

**BELONGING** knowing where and with whom you belong is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. **Belonging** acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. **Belonging** is central to **being** and **becoming** in that it shapes who children are and who they become.

**BEING** recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

**BECOMING** children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. **Becoming** reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

The following key learning principles are embedded in our practices:

- Secure, respectful and reciprocal relationships with children, families and colleagues
- Partnerships with families, children, early childhood educators and community
- High expectations and equity where every child, family and educator is valued and catered for
- Respect for diversity where difference is acknowledged and celebrated in respectful ways that embrace our understanding
- Ongoing learning and reflection where we as educators take time to reflect on what and why we do what we do and what we might change and why

Our key learning outcomes for children are aligned with the EYLF learning outcomes and include the following understandings:

- 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

In order to meet key learning outcomes listed above, our educators provide an opportunity for children to:

- Be held, hugged, listened to in a safe, secure and caring environment with educators who understand their individual way of being and knowing
- Be creative with music, language, drama, blocks, paint, playdough, clay, collage materials
- Take risks, challenge and extend their thinking, skills and ideas
- Dramatise the family and adult world through role play and the use of themes regarding children's current interests
- Experience a wide range of textural and sensory experiences
- Enjoy quiet times of concentration with books, puzzles and manipulative games
- Enjoy and participate in outdoor experiences and group times
- Have opportunities to build friendships with peers

We will create opportunities for children to develop a positive self-image through:

- setting limits, providing choices, encouraging conversations and giving responsibilities
- encouraging children to test their ideas, to experience success and failure, to question, to describe, to observe and to express their feelings
- having consistency in care givers and their care giving techniques thus providing a caring and safe environment for children to develop and grow.

## **HOW DO CHILDREN LEARN THROUGH OUR CURRICULUM?**

Our curriculum is built around a play based program where children's interests and strengths along with intentional teaching form the basis for learning.

Play provides opportunities for children to learn as they discover, create, improvise and imagine. Play and learning are entwined. From play children are able to create social groups, test out ideas, develop problem solving skills and build on new understandings.

As educators our role is to scaffold children's learning through creating a supportive environment where children feel comfortable asking questions, solving problems and engaging in critical thinking.

Giving children the opportunity to immerse themselves in play enables them to simply enjoy **being**.

As educators we take on many roles in order to support children's learning. We will ask open ended questions that provoke thought such as "I wonder why that happened?" and "what do you think will happen if..?" this type of questioning allows children to develop curiosity and wonder, it extends their thinking and fosters their talking and listening skills.

We provide a balance of experiences that stem from both child initiated play and intentional educator teaching. Our aim is to engage children in the learning environment so they can successfully explore, solve problems, create and construct.

Our routines and learning experiences are flexible enough to extend on spontaneous learning, yet sound enough to provide children with a sense of security and stability, enabling them to know what is going to happen next, thus building their confidence and sense of self.

We believe strongly in inclusive practices with all children having the right to participate in our program. We promote and role model positive interactions with one another and guide children using appropriate reinforcement techniques. We offer children constructive ways to communicate with peers to resolve conflicts in a peaceful manner. We empower them with language to use when things are not going their way.