



Curriculum Policy

Purpose

Sturt Street Children's Centre offers developmentally appropriate programs for children based on the Early Years Learning Framework (EYLF) and focusing on the individual child's strengths, interests and needs. The programs provide for all areas of development creating opportunities for children to enhance their social, language, physical and learning skills. We believe feeling safe and secure in their environment and developing strong relationships is critical for children's development and success. Programs provided are respectful and inclusive of diversity including culture, gender and additional needs.

The program in each section reflects the philosophy of the Centre that children learn best through play and their best learning is achieved when parents and carers work together in partnership.

Aim

- to provide opportunities for children to reach their full social, emotional, intellectual and physical potential
- to provide children with a stimulating environment to enhance their learning
- to enhance and promote children's self-esteem
- to build trusting relationships between children and carers
- to reflect an inclusive society/community and teach anti-bias principles
- to allow educators to utilise their knowledge and skills
- to allow educators to reflect on their practices
- to promote the importance of brain development in the early years
- to work in partnership with parents.
- to provide information to parents in areas of child development.

Policy Statement

Educators are involved in this ongoing, evolving process. As all programs are based on the Centre philosophy and the strengths, interests and needs of individual children, the principles are similar but with quite different applications in each age group. All programs are based on the EYLF framework for children 0-5 years. The framework describes childhood as a time of 'belonging, being and becoming.'

Forming attachments, developing relationships form a basis for all our programs, and planning throughout the Centre. To enhance this aspect each child has a primary carer. The primary carer works hard on developing meaningful relationship with both the child and the parent/guardian, will provide the majority of the day-to-day care, and is the major point of contact for parents.

Play is a large part of all programs. Current research supports that children learn best through play. Uninterrupted blocks of time are offered to promote many opportunities for skill and relationship development. Routines are flexible and integrated into the overall program and are incorporated as essential learning experiences.

Learning Stories

Educators use Learning Stories to provide a way of documenting and recording children's learning. Story telling (or narrative) is used to identify children's unique interests and record challenges and achievements in a way that is positive and meaningful to children, families and carers.

"The child becomes the subject of the story and his learning journey is captured through a description of what he is doing, as well as what he may be feeling. The stories focus on what



children can do as opposed to what they can't, and in this way they provide insights into children's strengths, interests and learning dispositions". (Jigsaw, Issue 41)

The focus is on the positives. Children are recognised and respected as capable and competent learners who are actively involved in their own learning, with individual interests and characteristics. What children think and feel about what they are doing is also acknowledged, recorded and valued.

Learning is recognised and understood as:

- being different in different situations
- holistic – involving the whole child, not just their intellectual capacity
- enhanced when the carer is responsive to the child's interests
- a process
- a joint accomplishment between the child and the carer.

Children are viewed as active learners who are supported in their learning by the educator who responds to the child's interests. Using Learning Stories allows educators to plan experiences that are focused on the child, that come from the child's lead and are based on children's observed interests.

Reporting on the process of children's learning, and learning outcomes:

- uses stories to describe children's learning (learning stories)
- involves observing and listening over a long period of time – trying to find the child's point of view
- is based on observations and interpretations made by the carer
- enhances children's sense of themselves as competent learners in partnerships with carers
- helps to identify a child's particular interests, and helps carers build experiences that build upon this interest.

Carers create portfolios (or a special collection) for each child, and these are individualised with photos, examples of the child's work, stories that record special interests, challenges and achievements.

In this way, Learning Stories provide the basis for a meaningful connection (or bridge) between home and care environments. Parents and other family members gain insight into what happens when their child is in care. This bridge between home and care contexts is two-way, allowing carers to learn more about what happens when the child is with their family and at home.

Communication with Parents

In support of our philosophy, we acknowledge that the parents/family are the primary carers of their child and the most important influence in their child's life. Developing respectful, supportive relationships with children, siblings and parents/guardians is crucial in providing quality care. We welcome and respect any information that parents are willing to share with us, maintaining confidentiality at all times. Communication with parents is vital to ensure we support the child and their family effectively. Information from parents regarding their child's interests and developments at home allows us to extend, support and follow through with them in the program.

Source

Australian Government Department of Education, Employment and Workplace Relations. (2009) Early Years Learning Framework (EYLF): Belonging, Being & Becoming. 'Jigsaw' Issue 41



http://www.rch.org.au/ecconnections/publications/index.cfm?doc_id=11310#learn_stories
Reggio Philosophy

Related Documents

Philosophy statement

Excursion policy

Policy name:	– Page 3 of 3
Policy written:	May 2018
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Next review – 3 yearly:	April 2021