



Education, Curriculum and Learning Policy

Aim:

Toukley Preschool embraces the principles and practices of the Early Years Learning Framework (EYLF) to create a positive and inclusive learning environment for every child. The Early Years Learning Framework (EYLF) has been designed to extend and enrich children's learning, maximise their potential and develop a foundation for future success in learning. The EYLF has a specific emphasis on interest based, strengths based and play based learning, encouraging children to be active and engaged participants exploring and learning from their world with confidence.

The EYLF describes childhood as a time of **belonging, being** and **becoming**. The most important part of "belonging" to our preschool community is feeling included, accepted and valued for "being" who we are; this in turn allows us to "become" confident, capable, resilient and independent people within our community.

Implementation:

In implementing our 'Education, Curriculum and Learning Policy' educators observe and reflect upon the children's interests and strengths both individually and as a group to create a quality educational program. Our programming is based on the principles and practices of the Early Years Learning Framework (EYLF) ensuring that the five learning outcomes form the foundation to promote children's learning.

"Knowledge of individual children, their strengths and capabilities guide educators' professional judgement to ensure all children are engaging in a range of experiences across all the Learning Outcomes in ways that optimise their learning." (EYLF page 19)

Learning Outcomes:

- Children have a strong sense of identity (Outcome 1)
- Children are connected with and contribute to their world (Outcome 2)
- Children have a strong sense of wellbeing (Outcome 3)
- Children are confident and involved learners (Outcome 4)
- Children are effective communicators (Outcome 5)

Principles:

- Secure, respectful and reciprocal relationships
- Partnerships
- High expectations and equity
- Respect for diversity
- Ongoing learning and reflective practice

Practices:

- Holistic approaches
- Responsiveness to children
- Learning through play
- Intentional teaching
- Learning environments
- Cultural competence
- Continuity of learning and transitions

Educational Leader:

Toukley Preschool has qualified and experienced educators nominated as our Educational Leaders. Our nominated Educational Leaders names are displayed in the foyer of the preschool. The role of the Educators are to lead, affirm

and extend educators' teaching practices, support the development and implementation of the curriculum and to ensure children progress towards and achieve the outcomes of the Early Years Learning Framework based on their own individual abilities.

Early Years Learning Framework

Toukley Preschool is guided by the principles of the Early Years Learning Framework (EYLF).

- Each child's learning will be based on their interests, strengths, culture, language, ideas, play and everyday lives and will be supported by our educators.
- Educators will work in partnership with families to provide relevant learning experiences for each child, based on their interests and family experiences.
- Educators will work closely with children and their families to develop ideas for the curriculum.
- Every child will be equally valued and their achievements and learning celebrated.
- Educators will observe and record the strengths and learning of each child.
- Learning Outcomes will be linked to the curriculum during and after each child's learning has occurred.
- The curriculum will be based on the interests of the children with educators extending on these, along with spontaneous experiences and family input.
- Educators will include children in decision making, including decisions about indoor and outdoor spaces, programming, routines and documenting their achievements, and give them appropriate levels of responsibility.
- Educators will engage in sustained shared conversations with children to extend their thinking.
- Educators will provide a balance between child led, child initiated and educator supported learning by creating learning environments and activities that stimulate children's imagination, creativity and curiosity and encourage children to investigate, experiment, explore, solve problems, create and construct.
- Educators will use strategies like demonstrating, dramatic play, role play, open questioning, speculating, explaining, shared thinking and problem solving to promote and extend children's learning.
- Educators will use resources (e.g. man- made and natural loose parts) and implement activities (e.g. dramatic play, visual arts, role play, games) to promote learning across all Learning Outcomes.
- Educators will create outdoor learning spaces which invite open-ended interactions, spontaneity, risk-taking, exploration, discovery and connection with nature.
- Educators will create both indoor and outdoor spaces that stimulate children's imagination, creativity and curiosity and encourage children to investigate, experiment and solve problems.
- Educators will regularly provide opportunities for children to learn individually and as part of a group.
- Educators will regularly assess what each child knows, can do and understands through an ongoing cycle of planning, documenting and evaluating, and then implement activities to help each child achieve all Learning Outcomes.
- Educators will plan the curriculum according to each individual child and the learning outcomes and in consideration that each child learning is not predictable or linear.
- The achievements and learning of each child will be celebrated.
- Where appropriate and with parent consent, the service will liaise with external agencies and professionals to support, educate and care for children with additional needs.
- The curriculum (play and learning experiences) will build and develop each child's strengths and achievements as documented in their observations and learning stories on Storypark.
- The curriculum/program will be evaluated and reflected upon by the educators daily.

- The curriculum and program will be available via Storypark for parents to access, contribute to, make suggestions or ask questions.
- Children and their families will be encouraged to be active participants in the ongoing process, to promote engaged learning.
- Educators will provide information to parents whenever requested on the content and operation of the program, information about their child's participation in the program and any assessments of their child's developmental needs, interests, experiences and progress in against the Learning Outcomes.
- Toukley Preschool will build connections between the service, schools and the local community.

“While educators may plan or assess with a focus on a particular outcome or component of learning, they see children’s learning as integrated and interconnected. They recognise the connections between children, families and communities and the importance of reciprocal relationships and partnerships for learning. They see learning as a social activity and value collaborative learning and community participation.” (Early Years Learning Framework p 14)

Children’s Portfolio’s

Observations of all children enrolled at the centre are documented for reference and reflection and recorded on Storypark. Documentation of learning is continuous throughout the year, shared on Storypark and added to by educators, the child and their family. They are reflected upon by educators to ensure programming for each child remains relevant to their interests, developmental stage and in line with the Early Years Learning Outcomes.

Learning and Play

- Children are encouraged to express themselves creatively through a wide variety of indoor and outdoor activities.
- Children’s fine motor and gross motor skills are strengthened and developed through a wide variety of indoor and outdoor activities including manipulative play, block play, sensory play, dramatic play, drawing and physical activities such as running and climbing. These physical activities align with the Munch and Move Program.
- Mathematics and science concepts along with exploration of natural aspects of our environment are encouraged through block play, building, cooking, water play, sensory play, collecting natural materials such as leaves and rocks and gardening.
- Language development is encouraged through educators modelling language, show & tell, story time, games, poetry and dramatic play experiences.
- Social/emotional and independence skills are strengthened through activities such as role-play, dramatic play, group games and self help tasks.
- Music and movement activities encourage physical, social, creative and emotional opportunities as part of a child’s development.
- Road safety, hygiene, dental care and nutrition are all built into our curriculum.

These activities will be supervised, guided and supported by educators to encourage each child’s response as an individual and as part of a group. Educators will collaborate with families to provide learning experiences that are relevant to each child and tailored to their individual needs. A child’s home language, culture, religion and religious practices will be accepted and included in the program.

Routines

Routines allow children to navigate the challenges of learning new things. They assist with developing a sense of control for children over their environment. They help to regulate their emotions and cope with change.

Educators will support children’s sense of agency and choice during routine times, such as extended play periods, meal times and group times. Routines are flexible to meet the individual needs and cultures of children. Routines are guided by children’s families and educator’s input and as such, are flexible. Transitional routines are intentionally planned to maximise children’s participation.

We understand that all routines are valuable learning opportunities, both intentionally and spontaneously. Our daily routine is displayed in pictorial form for children, families, educators, visitors and community members.

Evaluation:

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family’s ability to utilise the service; the fees charged or the way in which fees are collected.

Legislative Requirements:

Children (Education and Care Services National Law Application) Act 2010
Education and Care Services National Regulations 2011: 73,74,75,76,118

Links to National Quality Standard – Quality Area 1- Educational Program and Practice
Quality Area 3 – Physical Environment
Quality Area 6 – Collaborative Partnerships With Families and Communities
Quality Area 7 – Governance and Leadership

Sources:

Early Years Learning Framework
Education and Care Services National Law and Regulations
National Quality Standard

Reviewed: September 2022