



Curriculum

Our educational program is based on the Early Years Learning Framework, Belonging, Being, Becoming, which is the national curriculum for children from birth to five years of age. This curriculum document acknowledges the quality of relationships between children and educators as fundamental to the quality of learning that occurs within early childhood learning environments. When children have supportive relationships, they more readily explore their learning environments and engage in experiences that support their development.

Belonging: is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.

Being: is about the here and now. Childhood is a special time in life and children need time to just 'be' – time to play, try new things and have fun.

Becoming: is about the learning and development that young children experience. Children start to form their identity from an early age, which shapes the type of adult they will become.

The framework puts children's learning at the core and comprises three inter-related elements of Principles, Practices and Learning Outcomes. All three elements are fundamental to early childhood teaching and curriculum decision making.

The learning outcomes of the Early Years Framework include:

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

The indicators of preschool numeracy and literacy were developed to compliment the practices, principles and learning Outcomes of the Early Years Learning Framework. The principle of holistic learning in this document requires children's learning about literacy and numeracy to be relatable to their everyday experiences. The indicators therefore identify four key indicators of both numeracy and literacy understandings and development (including dispositions) that can be seen in play-based learning environments. The indicators are used continuously by educators to assess children's learning, communicate about learning with families and continue to plan for further learning.

For more information about the [Early Years Learning Framework](#).

