

In the early childhood setting curriculum means 'all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development.'

**In our kindergarten this  
is what we like to see ...**

**AN ACTIVE LEARNING ENVIRONMENT:** This requires educators to establish an environment and opportunities to be engaged with children's understanding, emotions and thinking.

Children being able to make choices and decisions, to influence events and to have an impact on one's world. This is referred to as 'agency'. Children's confidence and ownership supports sustained involvement and facilitates deep level learning.

**INCLUSION:** This involves taking into account all children's social, cultural and linguistic diversity in curriculum decision making processes.

**INVOLVEMENT:** 'Children's involvement can be recognised by their facial, vocal and emotional expressions, the energy, the attention and care they apply and the creativity and complexity they bring to the situation.' (Laevers)

**WELLBEING:** This results from the satisfaction of basic needs and includes happiness and satisfaction, effective social functioning and the **dispositions of optimism, openness, curiosity and resilience.**

**PLAY-BASED LEARNING:** A natural process of exploration that children engage in from birth as they expand their intellectual, physical, social, emotional and creative capacities.

**INTENTIONAL TEACHING:** This involves educators being deliberate, purposeful and thoughtful in their decisions and actions.

Intentional teaching is the opposite of teaching by rote or continuing with traditions simply because things have 'always' been done that way.

**RECIPROCAL RELATIONSHIPS:** This is where both the adult and the child have intent to learn from each other. Children learn about themselves and their world through relationships and experience.