

### Early Years Learning Framework

The Modbury North Kindergarten use the National Early Years Learning Framework (EYLF) of *Belonging, Being and Becoming* for planning, programming, assessing, reflecting and reporting.

**Belonging:** "Children belong first to a family, a cultural group, a neighbourhood and a wider community" (EYLF, p. 7). Relationships are extremely important to developing a sense of belonging.

**Being:** "Being recognises the significance of the here and now in children's lives" (EYLF, p. 7).

**Becoming:** Children are "shaped by the many different events and circumstances" (EYLF, p. 7) in their life. As young children learn and grow, they rapidly change.

The five outcomes in the EYLF are broad and acknowledge that children learn in a variety of ways.

1. Children have a strong sense of identity
2. Children are connected with and contribute to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective communicators
- 6.

#### "Curriculum:

*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'. [adapted from Te Whariki]"*

*From EYLF, p. 9*

#### "Play is a context for learning that:

- *Allows for the expression of personality and uniqueness*
- *Enhances dispositions such as curiosity and creativity*
- *Enables children to make connections between prior experiences and new learning*
- *Assists children to develop relationships and concepts*
- *Stimulates a sense of wellbeing"*

*From EYLF, p. 9*

### Daily Routine

The daily routine allows for long interrupted periods of play for children to collaborate, explore, discover, practice knowledge and skills, further develop their social skills, create and imagine. Planned group sessions that occur during the day are rich in literacy, numeracy, social skills and music and movement.

### Dispositions for Learning

Dispositions are mind habits. They determine how we react to situations in our environment. Educators support children to develop dispositions for learning that are important for lifelong learning. Examples of some dispositions for learning are detailed on the following page.

**Confidence:** Being confident allows children to have a go at and take risks with experiences that they may not have tried before or may be a little bit tricky.

**Persistence:** Being persistent is about not giving up and keeping on trying if something is hard. It is OK to make mistakes, because that is how we learn.

**Communicability:** Learning how to listen to others points of views, share ideas and feelings with others, question and respond appropriately with other children is important to learning in a social environment.

### **Documentation**

Throughout your child's year at Kindergarten, educators document children's learning formally and informally. Some of the ways we document learning is using photos, observations, work samples, learning stories and Statements of Learning. Parents are welcome to chat to educators or make specific appointment times to discuss their child's learning throughout the year.