

Curriculum encompasses all the interactions, experiences, routines and events, intentionally planned or unplanned, that occur in an environment designed to foster children's learning growth and development (The Early Years Learning Framework for Australia V2.0, 2022 p.g7)

Our Curriculum Policy is based on the following:

1. Children are provided with a curriculum that:

- reflects our play-based philosophy.
- is child driven; inclusive of their interests, needs and culture.
- meets individual and group developmental needs.
- allows for the expression of personality and uniqueness.
- stimulates a sense of wellbeing.
- Features nature play environments which fosters a respect for the environment and sustainable practices.
- celebrates and respects cultural diversity, including Indigenous Australian culture.
- promotes the development of literacy and numeracy awareness and skills.
- promotes and develops children's learning dispositions.
- Promotes the development of children's vocabulary and communication skills.

By:

- providing a play-based program that supports *The Early Years Learning Framework* for Australia principles and the Department for Education (DfE) *Indicators of Preschool Numeracy and Literacy*.
- building positive relationships with children and their families.
- establishing individual and group goals through observations and teacher and educator discussions and implementing targeted intentional small groups where waves of interventions using quantitative and qualitative data sets.
- providing open ended activities that foster and reflect children's voice, interests and creativity including the use of loose play objects
- providing a nurturing environment where children feel safe, secure and valued and develop/gain a sense of belonging.
- implementing the Keeping Safe: Child Protection Curriculum.
- Collecting evidence of learning throughout the year:
 - Literacy focus: Phonological Awareness Skill Mapping Tool (PASM) Term 1, Term 2 and Term 4 to track and monitor progress.
 - Heggerty- curriculum tool to support the development of PASM skills
 - Communication improvement/development through book based learning, conversations and monitored through yakka tracker termly and the preschool quality improvement actions.
 - Numeracy focus: The 4 Top 5 (subitising).
 - Early Assistance and/or referred to Support Services (e.g. Speech Pathologist, Special Educator, Psychologist), as needed.
 - Photos through our program in action- recording engagement in learning and special events.
 - Visual displays of children's work
 - Learning journals- children's work, and learning stories.
 - One plan's for Indigenous children, Preschool support extensive needs (more than 8 hours) and Guardianship of the Minister children (children and young people in care).

- Children grouped into small groups to promote engagement, wellbeing and targeting individual skills and knowledge.
- Learning Notes (Term 1, 2 and 3).
- 'Statement of Learning' distributed to families and child's enrolled school on exit from Kindergarten in Term 4.
- Programming focussing on children's voice, interests and needs, using observations and assessments – Plan, Do, Review.

2. Families are informed of the programming cycle, their child's development, general care practices and should be encouraged to be involved in the programming process:

We ensure this by:

- establishing and maintaining children's learning journals
- providing opportunities for conversations and written exchange of information regarding children's learning and development between families and the kindergarten (e.g. Learning notes, Governing Council meetings, learning notes, and parent feedback sheets or online forms.
- displaying the curriculum, including 'spontaneous activities' and the sites 'Philosophy statement'.
- providing opportunities for parent/caregiver participation in kindergarten events (e.g. cooking, incursion/excursions, fundraising, clean-up day).
- providing families with information about daily events through regular newsletters, window displays, notes in children's individual note pockets, email, and on the kindergarten's Facebook page, term planner, notes at sign in space, information box, parent info session.
- to encourage 'parent/caregiver voice' through questionnaires/surveys and use the information to support children's learning and development.
- informing families of children's engagement in the program through 'our program in action' display & books.

3. Educators are supported throughout the programming cycle.

We ensure this by:

- providing the appropriate level of programming time (non-contact) according to the preschool enterprise agreement and set-up time.
- giving educators the opportunity to access support services (DfE speech pathologists, Special Educator, Psychologist).
- supporting educators' professional learning needs through professional development.
- Staff meeting minutes emailed to educators and uploaded to Microsoft teams.
- Communication book/diary for all educators.
- Term planner emailed to all educators and uploaded to Microsoft teams.
- providing literature to support all educators.
- Performance and Development Reviews (6 monthly).
- Resources, documentation accessible on teams.
- Critical reflection supporting an ongoing cycle of review.

Sources: Educators' Guide to the Early Years Learning Framework for Australia 2010 v.2 2022.