

Curriculum Policy

Rationale

Fleurieu Occasional Community Children's Centre supports an approach to developing and offering a curriculum which focuses on children's individual strengths and abilities, individual interests and building on these. Our centre is underpinned by the philosophies and areas of learning outlined in the Early Years Learning Framework. We encourage all children to actively participate in experiences which are designed for a variety of abilities and stages of development.

Pedagogical practices include intentional teaching, decision making and an ongoing cycle of observation.

There are three concepts that come from the Early Years Learning Framework and that is Belonging, Being and Becoming.

- **Belonging** acknowledges children's independence with others and the basis of relationships in defining identities.
- **Being** recognises the significance of the here and now in children's lives.
- **Becoming** reflects the process of rapid and significant change that occurs in the early years as young children learn and grow.

At Fleurieu we value and respect children's evolving capacity. At Fleurieu we support the inclusion and participation of every child and their family within our service. Our educational programs and practices value and respect Aboriginal and Torres Strait Islander cultures, identities and connections to community and country.. Curriculum encompasses children's experiences, interactions and daily routines.

Legislation and Government Requirements

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011: 168

Strategies for Policy Implementation

A program and daily routine is displayed prominently in each room to give parents a picture of their child's day. Parents are also given feedback about their children's day and experiences.

Regular children are observed by staff and parents are given access. Individual plans are included in the program.

Each educator has focus children to observe and learning profiles are developed to achieve learning Outcomes and inform the program for future planning.

Parents are encouraged to actively participate in their child's learning and the development of curriculum in a variety of ways including policy development and the sharing of information and feedback.

Educators aim to ensure that children feel safe and valued at all times. Children are listened to and their individual interests are extended on wherever possible. Staff members also have a sound understanding of child development and are encouraged to reflect on their practices through staff meetings, development and training.

A multicultural perspective is encouraged in the program, promoting cultural awareness, values and the needs of the community. Resources and equipment will reflect the diversity of the community and be free of gender roles and stereotypes.

Routines are viewed as learning experiences. Children are encouraged to participate in routines to assist staff and develop a high self esteem. Transitions are as smooth as possible, with staff reflecting on their transition times to constantly make improvements while maintaining flexibility to capitalise on children's interests.

Due to the occasional aspect of our service in-house excursions and parents sharing their special interests or occupations with the children will be promoted with cost being a consideration.

Sustainable Education

Sustainability education will be embedded into the curriculum. Learning about the environment and how natural systems function will be an important part of the program. Children of all age groups will learn about environmental issues including composting, worm farms, gardening and providing a natural environment successfully engages children.

Strategies for embedding sustainability

- Engage children in discussions about sustainable practices. Such as noticing how a garbage bin is full, how food and scraps left over after meal times etc.
- Encourage children to participate in a recycling program (recycling bins for cardboard, plastic and paper) or involve them in developing new strategies for

recycling materials (using donated materials for art n craft or donating materials to council clean ups etc.)

- For older children, environmental issues such as drought or daily weather reports including updates on air quality and pollution levels should be discussed during morning group time or and a chart to record these findings should be made as visuals within the room.
- For Preschoolers, choose “Energy Savers” – responsible for noticing lights, fans and other appliances left on when not in use. Likewise, choose ‘Water Savers” – responsible for noticing taps left on and other wasted water.

Links to Other Policies

- Interactions with Children
- Supervision
- Inclusion and Anti bias
- Excursions

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