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Curriculum – Intentional Teaching

Our curriculum is based on intentional teaching and learning. Our style of teaching stems from role modelling play to the children and following their lead in play. Allowing children to have a say in how they learn leads to greater success in learning. We teach with the intention of achieving the 5 outcomes of the Early Years Learning Framework or EYLF.

EYLF

EYLF is a national curriculum phased in over the past 2 years and becoming compulsory at the beginning of 2011 for all children in Long Day Care (Child Care), Family Day Care and Kindergartens/Preschools. EYLF is based on three key principles of Being, Belonging and Becoming.

BEING

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children’s lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life’s joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

BELONGING

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children’s interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

BECOMING

Children’s identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.
Overview
3-12 Months

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY
• Children feel safe, secure, and supported
• Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
• Children develop knowledgeable and confident self identities
• Children learn to interact in relation to others with care, empathy and respect
Examples:
Self settling and Transitioning into child care and developing attachments and trust
Quiet mat time, Learning Portfolios, own writing books, photos, looking in the mirror, commencing holding own bottle, food, comforter etc.

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD
• Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
• Children respond to diversity with respect
• Children become aware of fairness
• Children become socially responsible and show respect for the environment
Examples:
Sensory Garden, Centre pets, Rattles and shakers and Teething toys, meal times, multicultural music

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING
• Children become strong in their social and emotional wellbeing
• Children take increasing responsibility for their own health and physical wellbeing
Examples:
Meal times, Outdoor Play, Pulling up to standing position and Confidence to walk and use of standing frame, Healthy eating pyramid, Tummy time and Crawling/ rocking, Gross motor – big movement

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS
• Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
• Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
• Children transfer and adapt what they have learned from one context to another
• Children resource their own learning through connecting with people, place, technologies and natural and processed materials
Examples:
Sharing and turn taking, encourage group participation, drawing, painting, play dough, Collage, Bead frames, balls, Stacking cups and blocks, Pegs and peg boards and shape-o, shape fitting and matching, Messy play

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS
• Children interact verbally and non-verbally with others for a range of purposes
• Children engage with a range of texts and gain meaning from these texts
• Children express ideas and make meaning using a range of media
• Children begin to understand how symbols and pattern systems work
• Children use information and communication technologies to access information, investigate ideas and represent their thinking
Examples:
Expressing needs for comfort and attention, Mimicking sounds and Starting Prompting of words, Listening to repetitive songs/books, Confidence to play on own near peers
OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY
• Children feel safe, secure, and supported
• Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
• Children develop knowledgeable and confident self identities
• Children learn to interact in relation to others with care, empathy and respect
Examples:
Dress ups, role playing/home corner, dolls and books

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD
• Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
• Children respond to diversity with respect
• Children become aware of fairness
• Children become socially responsible and show respect for the environment
Examples:
Learning Portfolios, photos, Sensory Garden

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING
• Children become strong in their social and emotional wellbeing
• Children take increasing responsibility for their own health and physical wellbeing
Examples:
Meal times, Vegetable patch, self help skills, toileting, gross motor – big movements, healthy eating pyramid

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS
• Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
• Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
• Children transfer and adapt what they have learned from one context to another
• Children resource their own learning through connecting with people, place, technologies and natural and processed materials
Examples:
Sharing and turn taking, encourage group participation, visitors to the centre, centre pets, drawing, painting, play dough, Collage, puzzles – large and small. Pegs and peg boards and shape-o, shape fitting and matching, train sets, road sets, duplo, science experiments, Messy play, home corner, quiet mat

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS
• Children interact verbally and non-verbally with others for a range of purposes
• Children engage with a range of texts and gain meaning from these texts
• Children express ideas and make meaning using a range of media
• Children begin to understand how symbols and pattern systems work
• Children use information and communication technologies to access information, investigate ideas and represent their thinking
Examples:
“Stop, I don’t like it” empowerment, flash cards, listening to repetitive books and songs
OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY
• Children feel safe, secure, and supported
• Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
• Children develop knowledgeable and confident self identities
• Children learn to interact in relation to others with care, empathy and respect
Examples:
Dress ups, role playing/home corner, learning portfolio’s, about me sheets, photos

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD
• Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
• Children respond to diversity with respect
• Children become aware of fairness
• Children become socially responsible and show respect for the environment
Examples:
Vegetable gardens, centre pets, Sensory Garden

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING
• Children become strong in their social and emotional wellbeing
• Children take increasing responsibility for their own health and physical wellbeing
Examples:
Meal times, kinda dance and dancing, self help skills, dressing and putting on own shoes and toileting, gross motor – big movements, healthy eating pyramid

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS
• Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
• Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
• Children transfer and adapt what they have learned from one context to another
• Children resource their own learning through connecting with people, place, technologies and natural and processed materials
Examples:
Dolls and books, visitors to the centre, centre pets, drawing, painting, play dough, Collage, puzzles – large and small, Pegs and peg boards and shape-o, shape fitting and matching, train sets, road sets, duplo, science experiments, Messy play, home corner, quiet mat, pattern following

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS
• Children interact verbally and non-verbally with others for a range of purposes
• Children engage with a range of texts and gain meaning from these texts
• Children express ideas and make meaning using a range of media
• Children begin to understand how symbols and pattern systems work
• Children use information and communication technologies to access information, investigate ideas and represent their thinking
Examples:
"Stop, I don’t like it" empowerment, flash cards, listening to repetitive books and songs sharing and turn taking, encouraging group participation
Overview
3 Year Old

**OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY**
- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self identities
- Children learn to interact in relation to others with care, empathy and respect

**Examples:**
Dress ups, role playing/home corner, learning portfolio’s, about me sheets, photos, languages, visitors to the centre, dolls and books, home corner food and cooking activities

**OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD**
- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

**Examples:**
Vegetable gardens, centre pets, Sensory Garden, learning stations – home corner, drawing table, quiet mat

**OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING**
- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

**Examples:**
Meal times, kinda dance and dancing, stretching and movement, self help skills, dressing and putting on own shoes and toileting, gross motor – big movements, healthy eating pyramid

**OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS**
- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

**Examples:**
Dolls and books, visitors to the centre, centre pets, drawing, painting, play dough, Collage, puzzles – large and small, Pegs and peg boards, fitting and matching, train sets, road sets, duplo, science experiments, Messy play, home corner, quiet mat, pattern following

**OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS**
- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking

**Examples:**
“Stop, I don’t like it” empowerment, flash cards, listening to repetitive books and songs sharing and turn taking, encouraging group participation, computer based activities, making and creating, trains ets, road sets and duplo, science experiments, messy play and magnetic play
Overview

4 Year Old

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY
• Children feel safe, secure, and supported
• Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
• Children develop knowledgeable and confident self identities
• Children learn to interact in relation to others with care, empathy and respect
Examples:
Dress ups, role playing/home corner, learning portfolio’s, about me sheets, photos, languages, visitors to the centre, dolls and books, home corner food and cooking activities

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD
• Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
• Children respond to diversity with respect
• Children become aware of fairness
• Children become socially responsible and show respect for the environment
Examples:
Vegetable gardens, centre pets, Sensory Garden, learning stations – home corner, drawing table, quiet mat

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING
• Children become strong in their social and emotional wellbeing
• Children take increasing responsibility for their own health and physical wellbeing
Examples:
Meal times, kinda dance and dancing, stretching and movement, self help skills, dressing and putting on own shoes and toileting, gross motor – big movements, healthy eating pyramid

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS
• Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
• Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
• Children transfer and adapt what they have learned from one context to another
• Children resource their own learning through connecting with people, place, technologies and natural and processed materials
Examples:
Dolls and books, visitors to the centre, centre pets, drawing, painting, play dough, Collage, puzzles – large and small, Pegs and peg boards, fitting and matching, train sets, road sets, duplo, science experiments, Messy play, home corner, quiet mat, pattern following

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS
• Children interact verbally and non-verbally with others for a range of purposes
• Children engage with a range of texts and gain meaning from these texts
• Children express ideas and make meaning using a range of media
• Children begin to understand how symbols and pattern systems work
• Children use information and communication technologies to access information, investigate ideas and represent their thinking
Examples:
“Stop, I don’t like it” empowerment, flash cards, listening to repetitive books and songs sharing and turn taking, encouraging group participation, computer based activities, making and creating, trains sets, road sets and duplo, science experiments, messy play and magnetic play, readers, first stories and dot to dots
PLANNING

In each room we have at least 2 Focus Educators who observe, evaluate and implement the child’s individual Curriculum Plan (programme).

The programme is where we list our intention – or goal – for each child and how we will achieve the outcomes.

The programme developed for your child will be very similar in intention to those of other children in the room as all the children will be working towards similar outcomes.

Programmes are rotational and are displayed in each room. Your child’s focus educator will be able to tell you where your child is in the programming cycle.

Educators: early childhood practitioners who work directly with children in early childhood settings.
Over the coming months it is our intention to focus on Oliver’s social and emotional development, as well as his communication skills. We will also focus on his gross motor development.

To achieve this we will offer:

- Settling into the new room by helping with routine - setting up lunch, helping hand out drink bottles and having clear transition times (group times, taking shoes off ready for sleep).

- Small group activities such as dolls house, blocks, lego and doctors kits to encourage friendship development and to extend on vocabulary.

- Balance and hand-eye co-ordination by climbing on obstacle courses, push along lawn mowers, as well as throwing activities such as throwing bean bags and balls into a hoop or basket.

- Flash cards, picture books and songs to extend on Oliver’s language development and sentence structure.

The activities we will use to achieve our intention for your child’s learning.
Planning cycle

- Programme on display
- Observation
- Evaluation
- Discussion

Learning Story
Planning Feedback

Child’s Name: _______________ Date: __________

Your child will be planned for by _______________

We would like your input for your child’s developmental learning plan. It would help us if you could complete the following:

Your child’s current interests at home:
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

Areas you are focusing on at home with your child:
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

Do you have any goals that you would like us to help your child achieve in the coming months?
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

Are there any special occasions coming up in your child’s life?
___________________________________________________________________________________________
___________________________________________________________________________________________

Anything else you would like us to know about your child’s home life that we could incorporate into their day at child care. (eg. New pets, favourite music, characters, songs etc.)
___________________________________________________________________________________________
___________________________________________________________________________________________

Has your child’s daily routine changed at home recently? (eg. Sleep times, dietary requirements, bottle times etc.)
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

Is there any further information you would like from the staff in your child’s room?
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

Thank you, your input helps us to individualise your child’s plan,
LEARNING PORTFOLIO’S

All our Learning Portfolio’s follow the same layout and presentation across the three rooms of the centre.

You will receive your child’s Learning Portfolio as they transition to the next room in the centre or when they commence school.

At any time you can request to see your child’s Learning Portfolio by speaking to the Team Leader in your child’s room.

Please note:
A child’s folder is individual and should not be compared to another child – sibling or friend – as they are individualised.

The number of Learning Stories and pages will be ultimately dependant on how many sessions your child attends and how long they have been in the room.

It can take a couple of months before the first learning story is written – we need to learn about your child and their stage of development before we can write a story.

To ensure we complete each folder fully there are 2 checklists in each child’s folder. One is progressively completed by the focus educator and one is reviewed twice during the child’s stay in each room by one of the admin staff

- Nursery – Ayleen
- Toddlers – Kylie
- Kindy – Kerri

This ensures the folders are reviewed continually and as a whole progression of the child’s learning.

These 2 checklists are removed prior to the folder being sent home and remain in your child’s records at the centre.
**Intentions (Goals)**

Each child has individual intentions for learning – or goals – written twice yearly. They are reviewed across the programming cycle.

The intentions for children in any given age bracket will be very similar as they will all be working towards similar outcomes.

**Developmental Checklists**

Each child’s development will be cross checked by a secondary carer in the room.

The checklists are then used to assist the focus educators in planning experiences and ensuring outcomes are achieved for each child. (Observation and Discussion part of the cycle)

The Developmental Checklists we use are specific for the Long Day Care environment. It is worth noting that your child may behave differently in care than they do at home – for example they may be more independent in care, yet speak more at home – this is a normal aspect of care.

If at any time we have concerns that we are not able to complete a checklist for a child (for many varied reasons) we may seek additional assistance to ensure we are doing everything possible for your child.

**Outcome Title Pages**

For each of the 5 outcomes there is a Title Page in the Learning Portfolio.

The Outcome and overview of learning are listed as well as examples of activities we may use to achieve this.

The Title Page will include a photograph of your child engaging in one of these activities.
Other items in your child’s Learning Portfolio:

- Learning Stories – individual and group
- Photos and “happy pages” of your child’s time in the room
- Samples of artwork
- Birthday photos – if applicable
- Height and Weight charts to show their physical growth in the room
- Copies of their individual programme
- Hand and foot prints

Group, Individual and Happy Pages

A Group Learning Story is an observation of a large group event – eg a ‘theme’ day, Zumba or a performer in the centre. Group Learning Stories often appear in our newsletters.

An Individual Learning Story is about your child’s individual learning, experience or development – it may include interactions with a small group. It will be linked to an Outcome or area of learning.

A Happy Page is a ‘cute’ photo or anecdote / short observation without evidence of strict ‘learning’.
Learning Stories

Title of the story

Pictures to visually reference the observation

Author and Date

The evaluation - what did the observation mean?

Which Outcomes did the observation achieve?

Were Going on a Bear Hunt

By Katie  Aug 2011

Jasmine loves to sit down and read a good book, and one of her favourite books at the moment is “We’re Going on a Bear Hunt” by Michael Rosen. In the morning after saying goodbye to mum and dad, Jasmine will often go and get the book out of the book box, sits down and reads it. Jasmine knows every word to the book and puts a lot of expression into the words. Often other children will come and sit down to listen to Jasmine’s story and watch with enthusiasm as she turns each page. Once Jasmine has finished the story she will often go on her own bear hunt. Jasmine will dance around the room making wibbly wobbly noises as she pretends to walk through grass and squash, squelch noises as she pretends to walk through mud. At the end of her bear hunt she always finds a bear, screams, and then runs away. Today (18/8/11) Jasmine sat down on the floor in front of the kitchen and called out Lee’s name. Lee came to the counter and looked over to Jasmine; she started to read the book. She turned each page up so that Lee could see the pictures. When Jasmine finished reading Lee clapped and thanked Jasmine for reading a great book.

Evaluation: Jasmine can memorise words to her favourite story. She can recite the words to her friends and has great imagination skills. Jasmine takes on a leadership role while in play with her peers.

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY
- Children develop their emerging autonomy, independence, resilience and sense of agency.
- Children develop knowledgeable and confident self identities.
- Children learn to interact in relation to others with care, empathy and respect.
It had been raining on and off most of the day today (Tuesday 6th September 2011) but in the afternoon the sun came out so we took advantage of it and went for a run outside. We were so excited to find some puddles in our yard to jump in. We laughed and laughed as we jumped up and down in the water. We talked about how the water was there from the rain and how it made splashing noises when we jumped in it. Some of us then discovered that the drain still had water in it and we were so amazed. We crouched down next to it and tried to touch it with our fingers. We could see that there were leaves and sticks in the drain and we tried to catch them but the water kept moving them away! We all jumped and splashed in the puddle until all the water was splashed out and there was no more puddle! We hope the puddles come back again another day so we can splash splash splash again, it was so much fun!!

This experience allowed the children to build on Outcome 1 (Children have a strong sense of identity) and Outcome 4 (Children are confident and involved learners). They felt safe, secure and supported as they explored what happened when they jumped in the puddle of water. They also drew on a range of dispositions, skills and processes such as problem solving, enquiry, curiosity and enthusiasm as they watched the water splash and disappear and as they tried to touch the water and catch the leaves and sticks in the drain.

By Liz
During the day we try to have outside play as often as the weather lets us! We have many different toys that we put out for the children. Lawn mowers, shopping trolleys, balls and hoop are some of their favourites. Its wonderful to observe the Toddler children interact with each other. They are learning to interact with each other with care and respect. Quite often they will have an idea and create their own little games. Outside play is also a great way for the children to understand the world and environment around them. We often find snails and millipedes in the garden. We have also seen a lizard and a few geckos! Lately with all the leaves changing colour and falling the children have been collecting them and studying them.

Your toddler staff, Hazel, Mia, Dimitra and Courtney
Learning Stories are not just for educators....

- Parents, grandparents, siblings and even children can write their own Learning Story for inclusion in the child’s Learning Portfolio.

- A Learning Story is a form of “scrapbooking” and can be electronic or handwritten.

- Family members are more than welcome to bring in a story for inclusion or alternatively you may prefer to submit it via email – the centre has “Word” and “Publisher” or you can PDF the file.
TOPICS PARENTS COULD WRITE THEIR OWN LEARNING STORY ABOUT

- 10 Things about Me
- Circle of Friends
- Crafts & Hobbies – what I do at home
- A Day in the Life……..
- Favourites: Activities, Clothes, Games, Movies, Music, Books
- Favourite Foods: Restaurants, Drinks, Snacks, Desserts
- Mum & Me / Dad & Me / Grandparents & Me / Sibling & Me
- My Emotions: What makes me happy/sad, What makes me laugh/cry,
- Uniquely Me (things that make me unique)
- Vacation Favourites
- A new sibling
- A Birthday or Birthday Party
- Our Trip to the Zoo/ Museum/ Beach / Playground/ etc
- Starting Kindy
- Attending Dancing / Swimming / Music Lessons
- Transitioning to the next room / School
- Learning to Crawl, walk, jump, etc