



Our Curriculum & Plan at TCC



The aim of the Early Years Learning Frameworks (Victorian and National) is to extend and enrich children's individual learning and development. It assists TCC educators to provide young children with opportunities to maximize their learning potential and to establish the fundamentals for future success in learning. At TCC we incorporate the Early Years Learning Frameworks into each individual room curriculum to ensure every child receives exceeding education programs in our early childhood setting. The framework offers a vision for all children to experience learning that is engaging and builds success for life. It has been designed so we, as an early childhood service, can incorporate our own strategies and implement them within our programs. We also use the Frameworks in partnership with families to develop learning programs responsive to children's ideas, interests, strengths and abilities and recognise that children learn best through their play. (TCC Philosophy)

Belonging, Being and Becoming describes the principles, practices and outcomes that support and enhance young children's learning. These are the teaching strategies educators at TCC identify as being an effective tool to use daily. This combined with TCC's Philosophy, assists educators to achieve better outcomes for children. Our Philosophy underpins our practices, policies, beliefs and values and is an important document in guiding our work with young children, families and the wider community.

At TCC we believe relationships are essential to children developing acceptance, self-esteem and thinking skills that contribute to positive learning and life outcomes. The EYLF views, along with TCC Educators, that relationships are the basis of learning and believe the best outcomes for children occur when educators, families and the community collaboratively work together.

In summary, **Belonging, Being and Becoming** outlines the importance of providing children with adequate amounts of space and time for free, creative play to develop their spirit, minds and bodies. This is supported by the Early Years Learning Frameworks and embedded by TCC educators.

"The EYLF is birth to 5 years and the VEYLDF is birth to 8 years. The EYLF connects more with the practices and principles and the 5 learning outcomes, whereas the VEYLDF has a connection with respecting and identifying Aboriginal cultures and their heritage. TCC incorporates both Frameworks."



Our Curriculum consists of 4 main components:

1. Belonging, Being, Becoming.
2. The Early Years Frameworks Outcomes of learning and the Practice Principles within.
3. TCC's Assessment methods.
4. TCC's Wall Plan and Room diaries

"At TCC our mission is for all children to gain a sense of belonging, being and becoming, while learning through play"



Sources:
Early Years Learning Frameworks (Victoria and National)
National Quality Standards
TCC Philosophy
Early Childhood Regulations
Reviewed: Jan 2023

Belonging in the environment:

Belonging is the basis for understanding that you are apart of a group, knowing who you belong with and where, and having a feeling that you are linked with others. AT TCC we strive to ensure each child has a sense of *belonging* by making sure children feel comfortable within our settings and have trust and security from each of their educators. We use intentional teaching strategies to ensure children feel they belong through the relationships they have with their family, community and culture. We welcome families and community members to share aspects of their home life and heritage to support the inclusion of every child. When a child has a sense of *belonging* they are more confident, feel more secure, are more creative and are more likely to explore their world of learning.



Being in the moment:

Being is about living in the here and now. It is important children understand that they are accepted for who they are and that they know that others care about them. We believe children need the opportunity to play, try new things, have fun and just 'be'. To support this at TCC educators value children's interests, their play and their relationships. We understand children as individuals, and cater to their interests and needs by providing athletically pleasing experiences and environments that are inviting, relaxing and nurturing. We show respect to each individual child through greetings, conversations and actions. Ultimately we recognise when a child has a sense of *being* they can build and maintain relationships with others, take part in life's journey and face challenges in everyday life.



Becoming me:

Becoming is about the learning that children experience and the changes that occur as they grow, learn and develop. Children start to form their sense of identity from an early age, which shapes the type of adult they will become. A child's sense of being changes overtime as they gain knowledge, extend on their understandings, create relationships and develop skills. At TCC we enable children to learn and to actively participate in today's society by *becoming* part of our community and contributing to our programs. We do this by encouraging children to be involved in real work such as packing up play spaces. These embedded practices present opportunities for children to become confident, independent and to develop their sense of agency.



Incorporating Practice Principles into Learning and Development:

The Early Years Frameworks for Australia and Victoria outlines two elements. These include Practice Principles and Outcomes. Practice Principles relates to our beliefs and values. The Early Years Learning Framework provides us with Practice Principles to guide us in our work with children and focuses on assisting each individual child to make progress towards the Learning Outcomes. The Learning Outcomes allow us to reflect on children's learning and focus on what a child can achieve rather than what they can't. The EYF's enables us to extend and enrich children's learning, provide opportunities for them to develop a foundation for learning and to become successful learners. At TCC we believe in establishing strong positive relationships with children and respecting the collaboration with families and the community. By understanding, valuing and catering to children's interest, skills and cultures, we are building on their strengths and knowledge to motivate their learning.



The 5 EYLF's Learning Outcomes:

These Learning Outcomes focus on what children can do as well as supports and guides individual learning programs for children. It provides goals or achievements which can be used to identify a child's progression through any experience they are engaged in. The Learning Outcomes are relevant to children of all ages and acknowledges that each individual child's learning progresses is at their own pace. Below are the 5 Learning Outcomes within the EYLF. They assist us in our journey of learning by implementing them within our everyday practices at TCC.

We hope this newsletter successfully communicates the importance we as educators place in our Early Childhood Curriculum in ultimately helping your child on their learning journey.

1. Children have a strong sense of identity



3. Children have a strong sense of identity



2. Children are connected with and contribute to their world



4. Children are confident and involved learners



5. Children are effective communicators





Assessment AS learning:

TCC Educators utilise and incorporate a variety of assessment methods to track children's learning against milestones and EYF Outcomes for learning. We sit alongside the children to have conversations with them about their learning. With young children we rely on non verbal cues (ie observations and photographs) to help children connect with experiences. With our older children, we use their voices. At TCC we believe children learn best when they can actively be involved in their learning journey.



Assessment FOR learning:

All children enrolled at TCC have a Learning Portfolio.

It includes observations, assessment methods, newsletters, family input, child input and input from

Support Services. This is used as an assessment method to show the distance travelled while they have been with us.



Assessment OF learning:

Child Summaries are the main assessment method used at TCC to assess the distance travelled for a child's learning journey. Each child is reflected upon either at the start of the year, or when they progress to their next room ie mid year. They are included in the child's portfolio and enables educators to set goals, collaborate with each other, the child's family and promotes smooth transitions into new rooms or into a new setting ie Primary School.



TCC's Wall Plan:

All Early Childhood rooms within TCC utilize a Room Curriculum and Planning Diary. This incorporates a wall plan and both of these documents are always available to families. They reflect goals set for the rooms, family input, child input, educator input, room projects and the planning for indoor and outdoor experiences\incursions or excursions.

TCC Educators have a collective commitment to be actively involved in contributing to these 2 documents to ensure we are not only reflecting on the past and present but are also planning for the future.

We hope this Curriculum and Planning flyer promotes a deeper understanding of our Educational Programs and Practices at TCC.

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TCC Educators

