

SECTION	OVERVIEW
<b>Introduction</b>	
<b>Purposes</b>	The purpose of the <i>Early Years Curriculum Guidelines (EYCG)</i> is to provide teachers with a framework for interacting with children and planning, assessing and reflecting on an effective preparatory year curriculum.
<b>Promoting continuities</b>	This section elaborates how to promote continuity of learning for children through: <ul style="list-style-type: none"> <li>• curriculum and teaching practices</li> <li>• establishing positive relationships</li> <li>• building on children's prior knowledge</li> <li>• managing transition processes.</li> </ul>
<b>Perspectives that shape the early years curriculum</b>	
<b>Perspectives on children, learning and teaching</b>	This chapter outlines those perspectives that inform the <i>EYCG</i> . <ul style="list-style-type: none"> <li>• Children are capable learners, able to take part purposefully in and contribute to, their learning.</li> <li>• Children's knowledge is constructed through social and cultural experiences with teachers, family, friends and others.</li> <li>• Children come to school with diverse understandings, capabilities and dispositions because of their diverse experiences prior to school.</li> </ul> Refer to Appendix 1 for an overview of the theorists whose work has informed the <i>EYCG</i> .
<b>Perspectives on teachers and teaching</b>	<ul style="list-style-type: none"> <li>• The <i>EYCG</i> promotes the perspective of teachers in the early phase of learning as educators whose intention is to engage children in learning how to learn about the desired goals of the curriculum.</li> <li>• Teachers provide opportunities for children to participate in decision making about learning experiences and making links between their prior knowledges and new learning.</li> </ul> The diverse and interconnected roles of teachers are elaborated in Table 1, i.e. builder of relationships, scaffolder of learning, planner for learning, teacher as learner.
<b>Principles for practice</b>	Eight principles for practice in the early phase of learning are provided for teachers and administrators.
<b>Key components of an effective early years curriculum</b>	
	The key components of the curriculum are situated within the curriculum decision-making cycle of planning, interacting, monitoring and assessing, and reflecting. Questions for critical reflection are at the end of each key component.

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<p><b>Understanding children</b></p>	<p>This section discusses characteristics of young learners and ways that teachers develop and use understandings about the diversity of children’s prior experiences by:</p> <ul style="list-style-type: none"> <li>• understanding children’s prior experiences</li> <li>• understanding children’s learning</li> <li>• understanding learning and development in educational contexts</li> <li>• building understandings about children.</li> </ul> <p>Four phases of learning are introduced to describe children’s learning progress: <i>Becoming aware; Exploring; Making connections; Exploring</i>. Table 3 sets out a description of each phase and the teacher interactions needed to support further learning.</p>
<p><b>Building partnerships</b></p>	<p>Key partnerships and the teacher’s role in building and maintaining partnerships are described. The section discusses:</p> <ul style="list-style-type: none"> <li>• partnerships with children, families and carers, the community</li> <li>• professional partnerships</li> <li>• teachers’ roles in building and maintaining partnerships.</li> </ul>
<p><b>Establishing flexible learning environments</b></p>	<p>This section provides advice on providing high-quality, flexible learning environments, including:</p> <ul style="list-style-type: none"> <li>• physical environments</li> <li>• social environments</li> <li>• temporal environments.</li> </ul>
<p><b>Creating contexts for learning and development</b></p>	<p>Five contexts for learning are discussed:</p> <ul style="list-style-type: none"> <li>• play</li> <li>• real-life situations</li> <li>• investigations</li> <li>• routines and transitions</li> <li>• focused learning and teaching.</li> </ul>

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<p><b>Exploring what children learn</b></p>	<p>The early learning areas are described in this section. They are derived from the factors identified by research as being associated with children's later success in school.</p> <p><i>Social &amp; personal learning</i>  <i>Health &amp; physical learning</i>  <i>Language learning &amp; communication</i>  <i>Early mathematical understandings</i>  <i>Active learning processes</i></p> <p>Table 8 lists the KLAs and the links to the key learning area syllabuses.</p> <p style="text-align: center;"><b>Table 8</b></p> <table border="1" data-bbox="525 524 1370 1247"> <thead> <tr> <th data-bbox="529 530 826 613">Early learning areas</th> <th data-bbox="826 530 1123 613">Specific focus within the early learning areas</th> <th data-bbox="1123 530 1366 613">Key learning areas</th> </tr> </thead> <tbody> <tr> <td data-bbox="529 645 826 712">Social and personal learning</td> <td data-bbox="826 645 1123 712">Social learning Personal learning</td> <td data-bbox="1123 645 1366 712">SOSE HPE</td> </tr> <tr> <td data-bbox="529 779 826 846">Health and physical learning</td> <td data-bbox="826 734 1123 875">Making healthy choices Gross-motor Fine-motor</td> <td data-bbox="1123 779 1366 846">HPE</td> </tr> <tr> <td data-bbox="529 898 826 965">Language learning &amp; communication</td> <td data-bbox="826 898 1123 965">Oral language Early literacy</td> <td data-bbox="1123 898 1366 965">English LOTE</td> </tr> <tr> <td data-bbox="529 994 826 1061">Early mathematical understandings</td> <td data-bbox="826 994 1123 1061">Early numeracy</td> <td data-bbox="1123 994 1366 1061">Mathematics</td> </tr> <tr> <td data-bbox="529 1122 826 1189">Active learning processes</td> <td data-bbox="826 1093 1123 1211">Thinking Investigating Imagining and responding</td> <td data-bbox="1123 1093 1366 1211">Science SOSE Technology The Arts</td> </tr> </tbody> </table> <p><b>Learning statement overviews</b>  The learning statements describe the focus of the curriculum in each early learning area. The section provides learning statement overviews specific to each early learning area. Each learning statement overview sets out::</p> <ul style="list-style-type: none"> <li>• examples of learning experiences</li> <li>• examples of teacher interactions</li> <li>• advice about monitoring learning</li> <li>• examples of ways that children may demonstrate learning to assist teachers' judgments about their learning</li> <li>• examples of reflective questions to use with children to promote their learning.</li> </ul>	Early learning areas	Specific focus within the early learning areas	Key learning areas	Social and personal learning	Social learning Personal learning	SOSE HPE	Health and physical learning	Making healthy choices Gross-motor Fine-motor	HPE	Language learning & communication	Oral language Early literacy	English LOTE	Early mathematical understandings	Early numeracy	Mathematics	Active learning processes	Thinking Investigating Imagining and responding	Science SOSE Technology The Arts
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<b>Exploring decision-making processes</b>																			
	<p>In the <i>EYCG</i>, curriculum decision making is viewed as a collaborative process. Teachers take a leadership role as they collaborate with children and other partners in decision making.</p> <p>This chapter provides advice on the four interactive processes involved in curriculum decision making:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• interacting</li> <li>• monitoring and assessing</li> <li>• reflecting.</li> </ul>																		

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<p><b>Planning</b></p>	<p>Planning requires flexibility, is focused on promoting integrated learning, and is negotiated with a range of partners. Planning occurs across different timeframes including:</p> <ul style="list-style-type: none"> <li>• planning as preparation (long- and short-term planning)</li> <li>• on-the-spot planning as teachers, children and other partners engage in learning together</li> <li>• planning that records before and/or after learning interactions to ensure that key decisions, intentions, actions and results of those actions are clearly identified.</li> </ul> <p>Table 11 lists ways teachers can plan to engage partners in decision making.</p>
<p><b>Interacting</b></p>	<p>Teachers constantly make decisions about how to interact with children and other partners. These decisions are often planned but are also made on the spot as teachers respond to emerging and changing situations and use teachable moments.</p> <p>Teachers interact for a range of purposes including:</p> <ul style="list-style-type: none"> <li>• building the intellectual quality of learning experiences</li> <li>• collaboratively planning and reflecting on learning with children</li> <li>• ensuring environments remain supportive of children and other partners</li> <li>• promoting connectedness between prior, past and future learning, as well as building continuity between home, community and classroom learning</li> <li>• recognising and engaging with diversity.</li> </ul>
<p><b>Reflecting</b></p>	<p>Reflecting on practice involves teachers reflecting personally, as well as reflecting with other partners including children, colleagues, parents/carers and community members. This section provides advice on:</p> <ul style="list-style-type: none"> <li>• personal reflection</li> <li>• reflection with children, colleagues, parents, carers and community members.</li> </ul>
<p><b>Monitoring and assessing</b></p>	<p>Monitoring and assessing is part of ongoing curriculum decision making. The assessment approach has three components, each of which describes children's learning from a different perspective:</p> <ul style="list-style-type: none"> <li>• learning statements describe the focus of the learning.</li> <li>• the individual folio describes what a child has been learning.</li> <li>• the early learning record (ELR) describes the distance traveled in a child's learning and is used to report to the child's next teacher.</li> </ul> <p>The section provides advice about monitoring and assessing practices:</p> <ul style="list-style-type: none"> <li>• gathering evidence of children's learning</li> <li>• using folios to organise evidence about children's learning</li> <li>• interpreting evidence of children's learning in folios</li> <li>• using the early learning record to report on children's learning.</li> </ul> <p><b>The early learning record (ELR)</b> documents judgments made about a child's learning in relation to the learning statements. Learning is described using a continuum of four phases— <i>Becoming Aware</i>, <i>Exploring</i>, <i>Making Connections</i> and <i>Applying</i>. The ELR provides:</p> <ul style="list-style-type: none"> <li>• preparatory teachers with an overall picture of a child's learning progress during the year</li> <li>• a focus for conversations with parents and carers about a child's learning progress</li> <li>• Year 1 teachers with an overall picture of a child's learning progress.</li> </ul> <p><b>Learning statement rubrics</b> Rubrics for each learning statement provide broad descriptions of children's learning in each phase. These descriptions assist teachers in making consistent judgments about the phase that best describes a child's learning.</p>

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<b>Appendixes</b>	
<b>Appendix 1</b>	The key ideas of those theorists whose research has informed the views of children, teachers and teaching strategies in the <i>EYCG</i> are provided in a table.
<b>Appendix 2</b>	Two versions of the early learning record are provided in this appendix. Other versions are available electronically in teacher curriculum materials.
<b>Glossary</b>	This provides brief definitions of discipline specific terms.
<b>Bibliography</b>	Key references that informed the <i>EYCG</i> are listed. Most of these references are also in an annotated bibliography on the QSA website with hyperlinks to web versions of papers.