



Blackall-Tambo **Regional Council**

Tambo Child Care Centre Curriculum Policy

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Policy Compiled by: Tambo Child Care Coordinator	
Policy Approved by: Director of Finance Corporate and Community Services	

Introduction

Nationally, all early childhood centres implement the national curriculum document – The Early Years Learning Framework for Australia (EYLF)

Inclusive program

TCCC provides high-quality, inclusive educational programs reflecting and supporting children's individuality and learning needs within the context of a community of learners. This is achieved through building relationships with the child and family, intentional teaching, critical reflection, assessment of learning and collaborative partnerships.

Relationships

Relationships are foundational. Educators are actively engaged and responsive to children through a range of interactions – one on one, small, and larger groups that can be planned or spontaneous. In partnership with families, community and other professionals, educators make decisions about the curriculum that promote and maximise opportunities to enable each child's learning, wellbeing, interactions, and agency.

Visions for children's learning

To nurture and inspire children's learning and promote children's belonging, being and becoming, educators recognize and respect children as powerful learners, thinkers, theorists, and active citizens. Children are encouraged and supported to participate in decision making about their learning and the curriculum. Children's well-being and identity are supported through respecting and acknowledging their capabilities and competencies. Children have the right to quality education, to play, to be active participants in their learning, to realise their potentials, and to determine their own futures. Inclusive practices and a positive approach to behaviour guidance responds to and supports children's development and learning.

Professional practice

Educators work to develop a deep and holistic understanding of the child and cultivate a program that supports children to reach their full potential through documenting and assessing their learning. Curriculum planning, monitoring and assessment is ongoing, visible within the learning context and collaborative with input from families and children.

Document #: Admin 59	Date Effective: 20.4.2022	Version: One	Page 1 of 2
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Educators provide a curriculum informed by professional knowledge, thinking and a range of theoretical positions and current research. Educators collaborate and critically reflect on children's learning, teaching practices and early childhood pedagogy. Information about the educational program is regularly shared with families.

Governance

TCCC will comply with relevant legislation, standards, and funding obligations. Policies, procedures and supporting documents are developed and implemented to guide curriculum implementation.