

RESPONSIVE CURRICULUM

A Responsive Curriculum acknowledges that teaching and learning is dynamic and ever changing and that wisdom does not stand still but is constantly being revised, extended, replaced, and interpreted differently from varying points of view (Unruh, 1975). It is clear that any given model for curriculum may be suitable in one setting and inappropriate in another. Thus, the ELC's Responsive Curriculum has been developed to recognise the individual and social needs and interests of its children, parents, teachers and the wider Australian educational and cultural community.

The ELC's philosophy recognises that children mature at different rates and have preferred styles of learning.

It also emphasises the importance of an emotionally secure foundation to help children to develop confidence to explore and discover the delights of both learning and human relationships.

Children are placed at the centre of curriculum negotiations, the belief being that they learn best when their interests are acknowledged as worthy of investigation. Adopting a child-centred approach that employs materials from the child's culture and family history to illustrate concepts and principles, results in an authentically responsive curriculum model that ensures a dynamic and vibrant teaching and learning environment.

The ELC's Responsive Curriculum is informed National and State Government Curriculum Frameworks. The Early Years Learning Framework for Australia (EYLF): Belonging, Being and Becoming – Birth to 5 Years (2009).

The Victorian Early Years Learning and Development Framework (VEYLDF)

The aim of the EYLF and the VEYLDF is to ensure high quality teaching and learning and to provide a guide for teachers in their work with young children. The aim is for all young Australians to become successful learners, confident and creative individuals and active and informed citizens (Belonging, Being and Becoming, 2009). Both frameworks are divided into five outcomes for learning:

- 1: Children Have a Strong Sense of Identity.
- 2: Children are Connected with and Contribute to their World.
- 3: Children Have a Strong Sense of Wellbeing.
- 4: Children are Confident and Involved Learners.
- 5: Children are Effective Communicators.

The Frameworks & Inquiry Based Teaching & Learning

ELC teachers use the EYLF and the VEYLDF to guide their development of the teaching and learning programs, including assessment for learning. Program planning integrates the five Learning Outcomes that are designed to respond to the complex and integrated learning of young children.

Adopting an inquiry-based approach to teaching and learning, the ELC teachers help children to construct most of their understanding of the natural and human-designed worlds through active questioning and researching. Such an approach acknowledges children's interests and their 'need' or 'want to know' about ideas or things that interest them. The inquiry that is undertaken is not so much about seeking the right answer - because often there is none - but rather, seeking appropriate resolutions to questions and issues.

Content for learning is developed from the interests of children, parents or teachers and through a process that involves collaborative planning, experiential processing and reflective evaluation. Children develop inquiry skills and attitudes or 'habits of mind' that empower them in the learning process.



Observation Facilities Information Guide



<http://www.edfac.unimelb.edu.au/eldi/elc/>

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WHO WE ARE

The Early Learning Centre is the research and demonstration facility for The Melbourne Graduate School of Education at The University of Melbourne. It provides a long-day preschool program for approximately 180 three-five year old children from the surrounding community and the University. It operates for 48 weeks per year and is open Monday to Friday from 8.30am to 5.30pm.

The Early Learning Centre offers early childhood professionals, including tertiary students, researchers, visiting scholars opportunities to observe programs and provides program interpretation, tutorial and seminar spaces.

VISITOR PLACEMENTS – BY APPOINTMENT

One on one mentoring - Non Play Room

Visitors can spend time one on one with a Qualified Early Childhood staff member during their planning session. Some time in playrooms can be arranged if required.

10.00 – 11.30	1.5 hour	\$330.00 pp inc GST
10.00 – 1.00	3 hours	\$660.00 pp inc GST

Personalised PD Training can be provided on individual quotation basis. Contact the Centre for further information. Administration & Program PD available.

Min charge - 1-2 people \$660.00 inc GST
additional pp charge \$110.00 pp inc GST
(max 5 people total)

OBSERVATION VISIT

FORMAT OF VISIT

Visits to the centre include an introductory lecture, observation of playrooms and a reflective summary. The lecture / observation and summary take approximately 1.5 hours in total.

The visiting group leader must provide detailed objectives on the purpose of the observation visit when completing the booking form and any specific topics that you wish the supervising Centre staff member to cover.

Bookings can be arranged between 10.00am – 11.30am, Monday to Thursday during Victoria School Terms only by faxing a booking form to +61 03 9419 4308.

Payment or Purchase Order must be received 10 days prior to intended observation date. Cheque / money orders to be made payable to the University of Melbourne.

Cost:

Groups 1-5 people	\$330.00 (inc GST)
Group 6-13 people	\$660.00 (inc GST)
Groups of 14-20 people	\$1100.00 (inc GST)

Large groups 21+ visitors are accommodated in a split session, which offers a rotation that includes observation and tutorial video footage.

Please contact the centre for a price.

TO BOOK AN OBSERVATION or a VISITOR PLACEMENT SESSION

Please telephone the Centre on +61 03 9419 4089 or email our Program Manager Marissa Di Stefano on m.distefano@unimelb.edu.au for a Booking Form

DEMONSTRATION AND RESEARCH FACILITIES

The Early Learning Centre provides early childhood professionals, students and researchers with the opportunity to view playroom activities accompanied at all times by a qualified ELC staff member who will interpret the program and activities being observed.

A commitment to research and best practice underpins the teaching and learning undertaken at the ELC. Emphasis is given to research that responds to current innovations and challenges in early childhood education, both locally and internationally. Current priority areas for research include: curriculum and early literacy development, children's coping behaviours and arts-based teaching and learning.

PAYMENT

Tax Invoices will be issued once booking forms have been received. Payment must be received 10 days prior to visit date or bookings may be cancelled. Credit card payments will be processed 7 days prior to visit. No refund is provided for cancellations less than 7 days prior to booking. A receipt / proof of transaction will be forwarded when the charge is processed.

EDUCATIONAL RESOURCE DEVELOPMENT

The Early Learning Centre produces a range of multimedia Teaching & Learning resources designed for educator to use with children aged 3-8 years. These resources illustrate exemplary teaching practice and provide insight into innovative curriculum and teaching and learning through the arts.

An overview of products is available on <http://www.edfac.unimelb.edu.au/elldi/elc/multimedia/index.html>