

Introduction

C&K Curriculum has been crafted by C&K educators with and alongside children, families and communities for over 110 years. It has been shaped by a strong set of shared values, commitments and visions that honour children. *Listening and Learning Together: C&K Curriculum Approach** is implemented at all C&K centres and outlines the values, commitments and visions for children's learning and supports educators meet the expectations described in the *Early Years Learning Framework* and *Queensland Kindergarten Learning Guideline*.

Nationally, early childhood centres implement the *Early Years Learning Framework (EYLF)*. C&K approved kindergarten programs are required to implement the *Queensland Kindergarten Learning Guideline (QKLG)*.

Centres providing programs for school aged children, are required to implement [My Time, Our Place: Framework for School Age Care](#).

C&K Philosophical Commitments

The six philosophical commitments outlined in the *C&K Curriculum Approach* provide a compass for educators to create, implement and evaluate a curriculum that is inspired and driven by a culture of early childhood excellence.



Inclusive programs

C&K centres provide 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, C&K educators recognise and respect children as:

Powerful learners

Thinkers & theorists

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.

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 practice and pedagogy. Information about the educational program is regularly shared with families.

Education Hub

The *C&K Curriculum Approach* is supported by an interactive online [Education Hub](#) that brings together a suite of resources that enrich and extend professional knowledge and practice, and serves as a platform for educators to reflect, collaborate and share stories of practice.

Governance

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

**From 1 Dec 2019, the implementation of C&K Building waterfalls will cease and will no longer be an accredited kindergarten curriculum.*