

Emergent Curriculum and Framework Referencing

In an Emergent Curriculum, Educators acknowledge that learning and planning emerges from interests, building from the sprouts of curiosity and investigation of the play environment.









Emergent curriculum is a shared relationship between Educators and children where collaboration helps to co-construct knowledge through interactions with each other, their environment, their community and their world. Emergent Curriculum focuses on a child's sense of wonder and asks Educators to learn alongside children in a role as a researcher.

When we have worked with Educators and teams of Educators across a broad range of early childhood settings on their pedagogy, working towards a more emergent style of curriculum and documentation, we have seen skill development particularly in the area of reflective documentation of learning.

We have seen whole teams rediscover their passion for their work, being able to coach and advocate to others, and involve parents and communities in their changes and shared learning. Most importantly, we have seen a renewed 'self-belief' in the new skills and knowledge Educators have developed and more positive learning opportunities for children.

We work with Educators to investigate and challenge existing beliefs so teams are confident to ask themselves questions for reflection and review, thereby cultivating new ideas and solutions.

We have engaged in the following concepts with Educators:

-  The art of observation and documentation
-  Educational portfolios
-  Framework referencing and reflection
-  Understanding the many audiences of documentation
-  Development of own style and pedagogy
-  Teacher's journals and reflection diaries
-  Research approach to projects
-  Transition statements



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