

**Education and care program design in early childhood  
settings**

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## **Introduction**

A variety of theoretical stances are used to influence the subject of early childhood education (Pan & Cheng, 2023). These viewpoints give educators a foundation for comprehending how kids learn and the most effective way to promote their growth. The theoretical viewpoints that support pedagogical practices and curriculum approaches in early childhood education will be examined in this essay. The essay will focus on the constructivist, sociocultural, Reggio Emilia, and Multiple Intelligences viewpoints. Early childhood educators may design learning settings that are interesting, inclusive, and supportive of children's learning and development by understanding these theoretical viewpoints. This essay seeks to present a thorough analysis of the theoretical viewpoints that support early childhood education strategies, and to show how they might be used in the classroom.

## **A comprehensive overview and explanation of each of the steps involved in EYLF planning cycle.**

In Australia, children from birth to mature 5 are covered under the Early Years Learning Structure (EYLF), a system for learning, improvement, and assessment. It gives a guide to teachers to create and complete excellent youth schooling programs by illustrating the center results, standards, and practices for youth training and care administrations in Australia. Early childhood educators should adhere to the EYLF planning cycle, while developing and implementing learning opportunities for kids (Blewitt et al., 2021). It entails several actions intended to assist in the delivery of high-quality early childhood education programs that are sensitive to the needs and interests of kids. When creating and implementing learning experiences for kids, early childhood educators must adhere to the EYLF planning cycle. Each stage of the cycle is crucial and helps the learning program succeed.

### **Step1: Reflection on practice**

Retrospective practice evaluation is the first stage of the EYLF planning cycle. This step entails considering and assessing the efficacy of the educational opportunities offered to kids. Teachers must think about if the lessons were suitable for the student's age and developmental stage, whether they showed interest and engagement, and whether they accomplished the intended learning outcomes. Individual or group reflection might entail a variety of techniques, including self-evaluation, family input, and observations Huo et al., (2022). This step's goals are to pinpoint regions that need improvement and give direction to future preparation. To effectively plan for the EYLF, practice reflection is a crucial step. This step entails reviewing and assessing the effectiveness of the learning opportunities offered to the kids. This should be

possible separately or in a gathering and incorporates various procedures like self-assessment, perceptions, and family criticism. This step's targets are to pinpoint regions that need improvement and give direction to future preparation. The process of reflecting on one's practice is continual and necessitates regular assessment and development.

### **Step 2: Planning**

After reflecting on their practice, educators might move on to the planning phase. This involves deciding the instructive objectives they have for the children and arranging the learning exercises that will assist them with contacting them. Notwithstanding the learning prospects presented by the climate, instructors should consider the requirements and interests of the understudies. They should also think about how they will include the EYLF's guiding concepts and practices, such as play-based learning, deliberate teaching, and responsive connections, into their preparation. To make sure that the learning experiences are inclusive and relevant, planning can be done in conjunction with families and other educators DeMatthews et al. (2021). The second stage of the EYLF planning cycle is planning. This involves sorting out the learning objectives that educators wish to impart in the children and arranging the illustrations that will assist them with achieving them. Notwithstanding the learning prospects presented by the climate, instructors should consider the necessities and interests of the understudies. They should also think about how they will include the EYLF's guiding concepts and practices, such as play-based learning, deliberate teaching, and responsive connections, into their preparation. To make sure that the learning experiences are inclusive and relevant, planning can be done in conjunction with families and other educators.

### **Step3: Implementing**

Following the fulfillment of the arranging stage, teachers can start the execution stage. This involves doing arranged learning exercises and allowing kids the opportunity to investigate, attempt new things, and learn. Educators should be responsive to the needs and interests of the understudies and alter their strategies properly. They should likewise cultivate solid communications and associations among youngsters and grown-ups, as well as a protected and empowering climate for the children to concentrate in. During this phase, teachers must monitor and record the kids' learning and advancement towards the specified objectives. The third stage of the EYLF planning cycle is implementation. This involves doing arranged learning exercises and allowing kids the opportunity to investigate, attempt new things, and learn. Educators should be responsive to the needs and interests of the understudies and alter their strategies as suitable. They should likewise cultivate sound collaborations and associations among youngsters and grown-ups, as well as a protected and empowering air for

the children to concentrate in. During this phase, teachers must monitor and record the kids' learning and advancement towards the specified objectives.

#### **Step 4: Watching and Recording**

The EYLF planning cycle must include both observation and documentation. In this stage, the learning and growth of the kids are observed, recorded, and used to guide future planning. Teachers should watch understudies utilizing various procedures, including direct perception, chats with understudies, and work models. Furthermore, they should give significant and available documentation of their discoveries, like pictures, recordings, and composed notes. The outcome of the growth opportunities may then be evaluated utilizing this data, which can likewise be utilized to direct future preparation. The EYLF planning cycle must include both observation and documentation. In this stage, the learning and growth of the kids are observed, recorded, and used to guide future planning. Teachers should watch students utilizing various procedures, including direct perception, chats with understudies, and work models. Also, they should give significant and open documentation of their discoveries, like pictures, recordings, and composed notes. The outcome of the opportunities for growth may then be surveyed utilizing this data, which can likewise be utilized to direct future preparation.

#### **Step 5: Considering and Evaluating**

The evaluation and reflection of the learning outcomes and experiences is the last phase of the EYLF planning cycle. This entails assessing if the learning experiences were successful in reaching the specified goals by looking over the observations and documents that have been gathered. To pinpoint regions for development, instructors should consider the up-sides and negatives of the opportunities for growth. They ought to likewise look at their strategies and contemplate how they might refine them later on. This stage is vital to keeping up with continuous turn of events and giving children admittance to top notch youth schooling. The evaluation and reflection of the learning outcomes and experiences is the last phase of the EYLF planning cycle Blewitt et al. (2020). This entails assessing if the learning experiences were successful in reaching the specified goals by looking over the observations and documents that have been gathered. To pinpoint regions for development, teachers should consider the upsides and negatives of the growth opportunities. They ought to likewise look at their techniques and ponder how they might refine them later on. This stage is urgent to keep up with progressing advancement and giving children admittance to top-notch youth instruction. In conclusion, early childhood educators must adhere to the EYLF planning cycle while developing and implementing learning opportunities for kids. In Australia, it lays out a structure for great youth training and care and ensures that children have the assist they with

expecting to arrive at their maximum capacity. Educators may create meaningful learning experiences that assist children's learning and development by following the EYLF planning cycle.

### **Theoretical perspectives underpinning the curriculum approaches and pedagogical practices.**

Early childhood education is a complicated topic that incorporates a variety of theoretical philosophies to guide pedagogical practices and curriculum approaches. Early childhood educators must comprehend these theoretical viewpoints in-depth and be able to use them practically to enhance children's learning and development. I will look at the theoretical viewpoints that underlie early childhood education's curriculum approaches and pedagogical practices in this essay. Constructivism is one theoretical framework that informs several early childhood education strategies Christopoulos et al. (2020). As per this view, learning is a functioning cycle wherein students fabricate information and understanding by means of their connections with the rest of the world. This thought fights that children are dynamic students who effectively take part in their schooling as opposed to being latent safeguards of information. Constructivist instructive hypotheses stress the worth of experiential learning and disclosure, and they urge instructors to configure learning conditions that cultivate request, trial, and error, and critical thinking. Sociocultural theory is a different theoretical viewpoint that is frequently applied in early childhood education. As indicated by this view, learning is a social and social cycle that occurs because of cooperation with others. The social and social setting where learning happens affects it also, as per sociocultural hypothesis. The objective of teachers who take a sociocultural view on instruction is to give learning conditions that are inviting and strong for people from various semantic and social foundations. Since associations affect how well youngsters learn, they energize commitment and coordinated effort among kids and grown-ups.

Another theoretical viewpoint that has impacted several approaches to early childhood education is the Reggio Emilia method. This method is predicated on the idea that kids are competent learners who need to be acknowledged as unique people. This method advocates for learning to be child-centered and for teachers to serve as facilitators rather than lecturers. The Reggio Emilia method encourages educators to design flexible learning settings that are sensitive to children's interests and needs. It places a strong emphasis on the value of creativity, inquiry, and discovery. The notion of many intelligence is a different theoretical viewpoint that is frequently applied in early childhood education. According to this view, there are many

different ways that people might be brilliant and standard IQ tests and other measures of intelligence fall short of capturing this diversity. This idea contends that people may excel in things like music, art, or interpersonal skills and that these talents should be appreciated and cultivated. The goal of educators who use a Multiple Intelligence approach is to design inclusive learning environments that take into account all of a child's talents and interests. They inspire kids to discover and grow their talents and passions. In conclusion, a variety of theoretical stances support instructional techniques and curriculum approaches in early childhood education. These viewpoints offer a framework for comprehending how kids learn and how teachers may best support their development and learning. Early childhood educators must comprehend these theoretical viewpoints in-depth and be able to use them practically in the classroom. We can design learning environments that are stimulating, inclusive, and supportive of children's learning and development by reflecting on our practice frequently and working to make it better.

## **Conclusion**

In summary, the theoretical views that guide pedagogical practices and curriculum approaches in early childhood education are crucial in determining how young children learn. The constructivist, sociocultural, Reggio Emilia, and Multiple Intelligences viewpoints provide a framework for understanding how children learn and how to best support their development. Early childhood educators may build learning environments that are interesting, inclusive, and supportive of children's learning and development by putting these viewpoints into practice in the classroom. Early childhood educators must constantly reflect on their practice and work to make it better by using these theoretical stances. By doing this, we can make sure that young children receive the greatest possible start in life and are prepared with the skills they need to succeed in the years to come.

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