

#### ABOUT THE ELC

The Early Learning Centre (ELC) is the research and demonstration kindergarten owned and operated by The University of Melbourne. The ELC provides a long-day kindergarten program for approximately 180 three-five year old children from the University and surrounding communities. The ELC 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, researchers, and visiting scholars opportunities to observe programs, and provide program interpretation, tutorial and seminar spaces.

#### DEMONSTRATION AND RESEARCH FACILITIES

The Early Learning Centre provides early childhood professionals, students and researchers with the opportunity to view playroom activities while accompanied 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.

#### EDUCATIONAL RESOURCE DEVELOPMENT

The Early Learning Centre produces a range of multimedia Teaching & Learning resources designed for educators to use with children aged three to eight 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: [www.elc.unimelb.edu.au](http://www.elc.unimelb.edu.au)

#### 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 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-centered 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 by the National and State Government Curriculum Frameworks. The Early Years Learning Framework for Australia (EYLF): Belonging, Being and Becoming – Birth to 5 Years (2009).

#### VICTORIAN EARLY YEARS LEARNING & 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.





## FRAMEWORK & 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, ELC teachers help children 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 VISITS

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. Detailed objectives should be provided by the group leader on the purpose of the observation visit when completing the booking form and any other specific topics that you wish the facilitator to cover.

Observations are held from 10.00am – 11.30am, Monday to Friday during Victoria School Terms. The ELC is an operational kindergarten; we appreciate your adherence to the observation timeslot. For groups greater than 20 participants, contact the ELC on +61 3 9419 4089.

## COST

Groups of 1 - 5 participants	\$ 330.00 (excl. GST)
Groups of 5 - 10 participants	\$ 660.00 (excl. GST)
Groups of 10 - 15 participants	\$ 1100.00 (excl. GST)
Groups of 15 - 20 participants	\$ 1500.00 (excl. GST)

## BOOKING AN OBSERVATIONAL OR PROFESSIONAL LEARNING SESSION

Please complete the booking form and email to: [education-ELC@unimelb.edu.au](mailto:education-ELC@unimelb.edu.au)

A tax invoice will be forwarded to the email address supplied on receipt of your booking form. Any queries can be directed to the above email address or alternatively telephone the ELC administration office 03 9419 4089.

Payment must be made seven days prior to the booking date for the session to proceed. The University of Melbourne accepts payment by direct deposit or cheque.

## THE UNIVERSITY OF MELBOURNE EARLY LEARNING CENTRE

40 Clarke Street  
Abbotsford Victoria 3067, Australia  
T: +61 3 9419 4089  
E: [education-ELC@unimelb.edu.au](mailto:education-ELC@unimelb.edu.au)  
W: [www.elc.unimelb.edu.au](http://www.elc.unimelb.edu.au)

## OBSERVATION & PROFESSIONAL LEARNING - BOOKING FORM

### THE UNIVERSITY OF MELBOURNE EARLY LEARNING CENTRE

#### BOOKING AN OBSERVATIONAL OR PROFESSIONAL LEARNING SESSION

Observation & Professional Learning sessions operate during Victorian School Term only. Session times are strictly between 10:00am – 11:30am. If your requested day is not available, you will be contacted by ELC Administration to ascertain a suitable date.

A tax invoice will be forwarded to the email address supplied on receipt of your booking form. Payment must be made seven days prior to the booking date for the session to proceed. The University of Melbourne accepts payment by direct deposit or cheque.

Please complete the booking form and email to: [education-ELC@unimelb.edu.au](mailto:education-ELC@unimelb.edu.au)

Any queries can be directed to the above email address or alternatively telephone the ELC administration office 03 9419 4089.



CONTACT NAME:	
ORGANISATION:	
ADDRESS:	
SUBURB:	POSTCODE:
PHONE (BH / AH):	MOBILE:
EMAIL:	

TOTAL NUMBER OF PARTICIPANTS:		
FULL NAME OF PARTICIPANTS:		

DATE:
PURPOSE / OBJECTIVE OF VISIT: please indicate any specific information to be addressed during the session.