

The EQUALS Curriculum

Within all our KidsFirst classes, we incorporate multiple educational and developmental curriculums into our teaching. Primarily, we follow the EQUALS curriculum which is a framework utilised in the UK. We also have supplementary curriculums and approaches such as Attention Autism, Jolly Phonics, Learning without Tears, The Oxford Reading Tree and many others that use multi-sensory approaches that consolidate the learning within the EQUALS framework.

The EQUALS not-for-profit organisation created in 1994, recognised that the differentiation of National and other Mainstream Curriculums are not always sufficient to meet the needs of pupils and students with mild, complex, profound, severe or global learning difficulties. Therefore, they created the Equals Multi-tiered Curriculums approach to improve the lives of children and young people with learning difficulties and disabilities by supporting high-quality education.

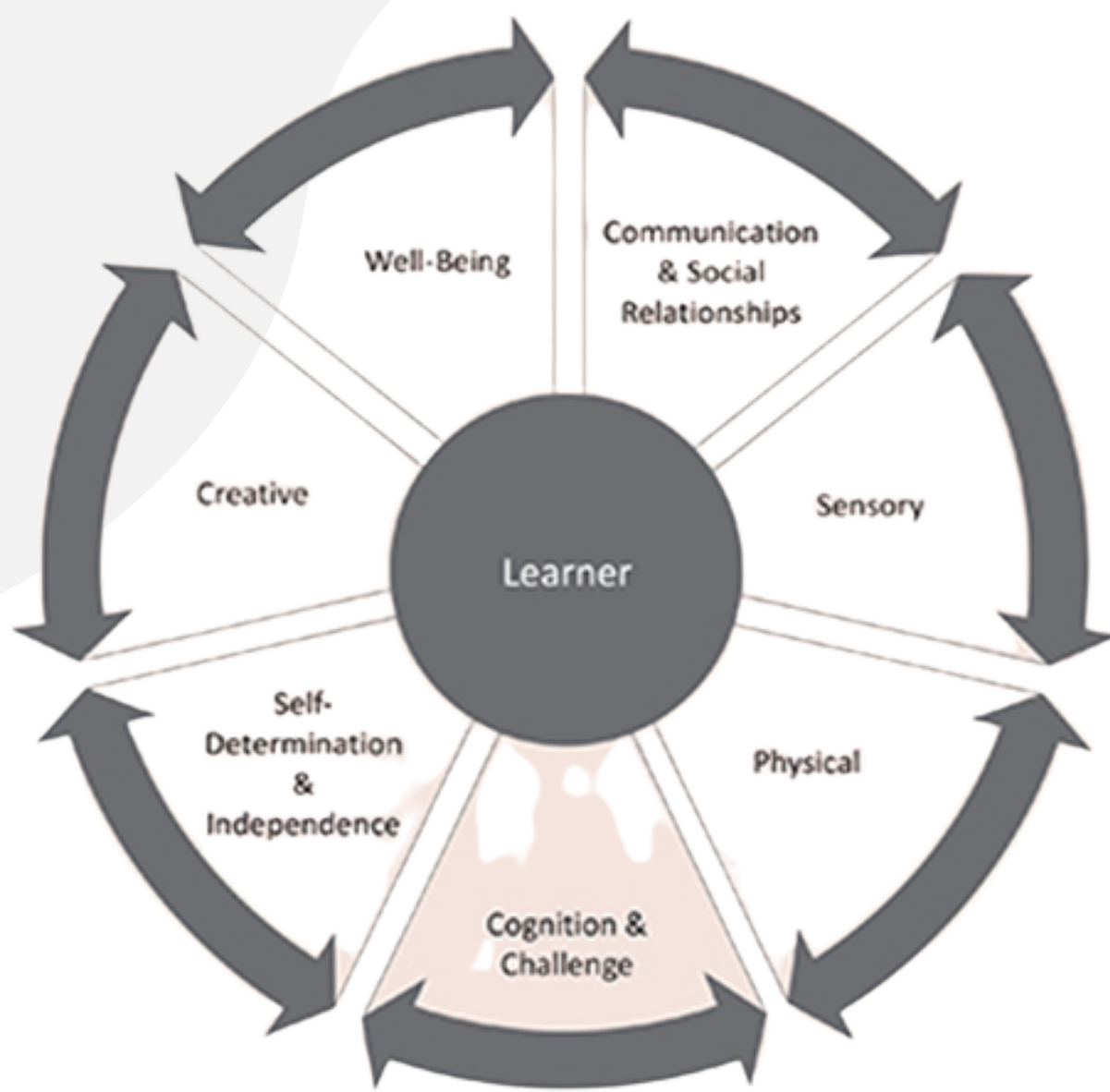
Equals have a series of multi-tiered curricula which covers the learning stages from early years education to high school. At KidsFirst we utilise their Curriculums that support children in early years to school-aged. These curriculums are further differentiated to accommodate the learning needs of children ranging from mild learning needs to children with high support needs.

At each stage of development, the curricula utilise best practice approaches to deliver developmentally appropriate learning from informal (Early Years) to semi-formal/formal (Readiness) structures to develop each learner's fullest potential. The curriculums are comprised of schemes of work which are tailored to each stage that the learning is in.

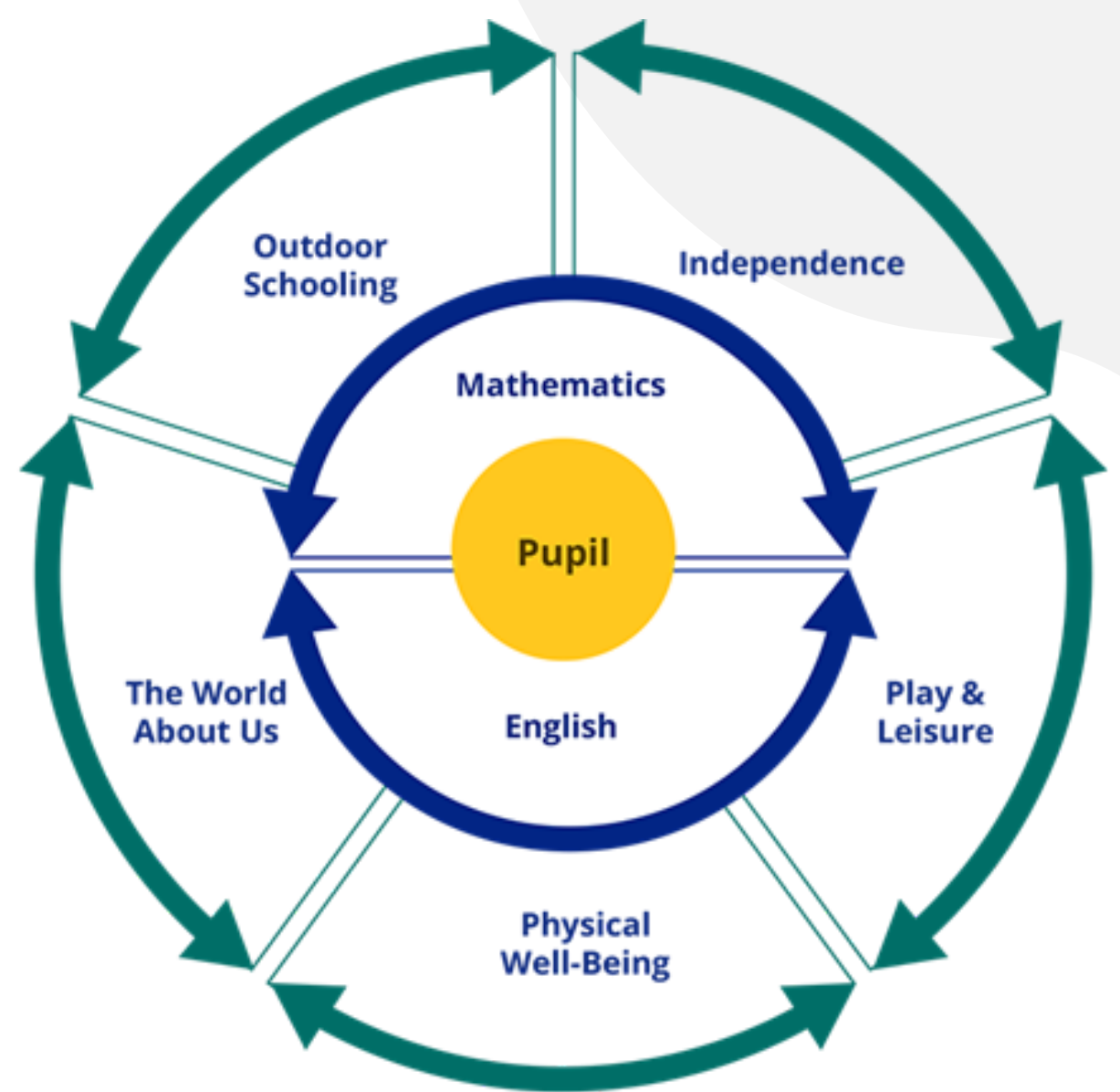


The EQUALS curriculum places “The Learner” (each child) at the centre of each stage of learning. Here you can see the areas of learning for each stage.

Outline of learning for Early Years and Readiness



Outline of learning for Readiness Expansion and Academic Readiness



Outline of learning for School Aged Life Skills Program



Learning in the Equals Curriculum follows a Learn to Be Approach.

The Learning To Be Approach is based on the principles of Process Based Teaching and Learning. This is a holistic approach where the teaching becomes the objective and maximises the quality of that process. Learning is taken as a whole where chances for learners to learn are multiple, with key elements always present; the right communication approach, the repetition of routines, instilling motivation, supporting comfort, creating the appropriate physical environment, and giving enough time.

Within the curriculums the children are:

- Allowed to be comfortable with activities and states of being that are important to them
- Free to like who and what they wish and be encouraged to learn how to express such preferences positively;
- Free to reject experiences and people not liked and encouraged to learn how to express such preferences positively
- Positively encouraged to take total control of their own behaviour so that self-regulation (rather than being regulated by others) becomes a major part of their learning
- Given constant opportunities to communicate positively and to have both voice and agency