Dernancourt Kindergarten Curriculum

Our main goals are:

• to create learning opportunities for children at all levels of development
• to provide a wide range of experiences and resources, and utilise a variety of approaches to suit differing learning styles, abilities, interest and cultural backgrounds
• to provide a challenging, safe, secure and positive learning environment which values the participation of the child’s family in the preschool program
• to promote a harmonious environment in which children can learn and gain confidence in readiness for future learning

We believe that children learn best through being in control of their own learning environment.

Children who attend this kindergarten:

• have the freedom to manage their own time
• have opportunities to interact with people who value the quality of play
• have time for uninterrupted and self-selected activities
• have time to be active, curious, quiet and reflective
"Children learn best when the experiences they have are meaningful to them and are focused on the here and now. Because children constantly learn new skills and gain new insights into their world, educators need to continuously assess and evaluate teaching and learning." (Three - Guide to the National Quality Standard, 2011, ACECQA, pg 23)

Curriculum development of children's interests and projects are on display throughout the kindergarten. The program is on display for families to access on the parent information notice board. Children's learning experiences are evaluated fortnightly.

Fortnightly planning sessions incorporate individual children's learning styles and their interests. We note their strengths, learning goals and plan for their future progress. We collate information on each child and the group as a whole and set specific goals in relation to current events, children's skills and interests.

The curriculum is based on the South Australian Curriculum, the Early Years Learning Framework.

The Early Years Learning Framework describes childhood as a time of belonging, being and becoming.

**Belonging** is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.

**Being** is about living here and now. Childhood is a special time in life and children need time to just 'be', time to play, try new things and have fun.

**Becoming** is about the learner and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

The framework focuses on your child's learning. Educators will work with you in order to get to know your child well. They will create a learning program that builds on your child's interests and abilities, and keep you in touch with your child's progress. We provide a play based curriculum, a context through which children organise and make sense of their world by actively engaging with people, objects and representations.
The curriculum is based on the following learning outcomes:

- Children have a strong sense of identity
- Children are effective communicators
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners

The DECD Numeracy and Literacy Indicators

The indicators are a tool that recognises that all children come to kindergarten with their own unique numeracy and literacy capabilities.

The indicators provide identifiers for your child's numeracy and literacy learning and development at kindergarten. They also assist teachers to develop a shared language in describing these understandings and capabilities. The focus is on each child's individual growth. This will look different for each child and educators will be planning for individual children, developing individual education plans and setting up learning environments with intention to develop numeracy and literacy understandings based on each child's interest.

Documentation of each child's progress will be evident in their individual learning plans and the indicators will be used for reporting children's learning in their statements of learning.
Each child will receive during their time at kindergarten:

- A portfolio including work samples, learning stories, photographs and anecdotes about learning experiences covering the five learning outcomes and the DECD Numeracy and Literacy Indicators.
- Two statements of learning, one Profile at mid year and a statement of learning at the end of year. The end of year statement of learning will be forwarded to each child's school.