

# Dernancourt Kindergarten Curriculum



## Priorities:

**The importance of play!** Play is the conduit for all learning. We provide long, uninterrupted stretches of time to allow children to become completely immersed in experimenting, testing, theorising, creating, dramatizing, practicing, questioning... This develops their dispositions for life-long learning. Educators value play, and enrich play experiences with language, questioning or scaffolding. Educators have discretion to know how and when to support children, and when to stand back and observe.

**Embedding Aboriginal perspectives through anti-bias approaches.** “Reconciliation is about strengthening relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples, for the benefit of all Australians.” (Reconciliation Australia)

Together we will deepen our understanding of Aboriginal and Torres Strait Islander peoples, histories, cultures and current contexts in all areas of the curriculum.



**Children as competent and capable learners.** Children have a voice in matters that affect them, and the freedom to manage their own time. Children pursue their own interests, self-selecting play initiatives and partners. Children’s self-identity as learners is fostered through every aspect of the program, and educator’s interactions with children.

**Nature, and the Natural World.** We provide a rich, natural environment that fosters children’s curiosity, wonder and awe, and promotes

adventure and nature play. We consider the learning environment to be a crucial part of children’s learning, so a great deal of attention is placed on planning and curating it.

**Inclusivity.** We create learning opportunities for children at all levels of development. We aim to provide a wide range of experiences and resources, and utilise a variety of approaches to support differing learning styles, abilities, interests and cultural backgrounds.

**Links with the community**

**Connections with families valued**



## Program:

Each fortnight, educators create a program based on observations of individual children's interests, learning needs, and goals, as well as reflection upon the last program, in conjunction with our three curriculum documents:

### Early Years Learning Framework

<https://www.education.gov.au/early-years-learning-framework-0>

### Preschool Literacy and Numeracy Indicators

<https://www.education.sa.gov.au/sites/g/files/net691/f/implementation-guidelines-indicators-preschool.pdf>

### Keeping Safe: Child Protection Curriculum

<https://www.education.sa.gov.au/teaching/curriculum-and-teaching/keeping-safe-child-protection-curriculum/about-keeping-safe-child>

This ensures a learning program curated especially for each child's interests and ability. For further information about each of these, the most recent versions of these documents are readily available online.

Educators work closely with parents to establish ongoing dialogue about their children's learning and achievements at kindergarten, valuing and respecting parents' input.



## Literacy and Numeracy at Kindergarten



Children are building the very important foundations of literacy and numeracy throughout each moment of their day. At kindergarten, educators are skilled in recognising and supporting these emerging skills that are embedded in all play experiences. We value play as the best method of learning these skills and ensure that children are equipped with equipment and scaffolded with language and next steps as they explore concepts such as quantity, data, measurement or spatial planning.

### Bookmaking (children as readers and writers)

Developing children's strong identities as readers and writers is a goal at kindergarten. To do this, we do bookmaking. Bookmaking is fun, interest-driven, and accessible to all children. Each child's progress is noticed and next steps planned for through one-on-one conferences with educators. Children work at their own level with their personal efforts celebrated.



## Documentation of Learning

During their time at kindergarten, each child will receive:

- A 'Learning Journey': a personalised document that provides detailed examples of the child's growth in each area of the Early Years Learning Framework, as well as the Preschool Literacy and Numeracy Indicators.
- A portfolio of work samples, photographs, anecdotes, and other records of the child's time at kindergarten.
- A Family/Educator Chat mid-way through the year.
- A 'Statement of Learning': written at the end of the year to sum up the child's time at kindergarten. A copy of this will be forwarded to the child's school.

