

## Curriculum

Acacia Kindergarten's curriculum is based on the National *Early Years Learning Framework* for children aged 0-5years '**Belonging, Being & 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 one's life and children need time to just 'be' - time to play, time to discover, time to try new things and time to have fun.

**BECOMING:** is about the learning 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 become.

### **The framework has 5 learning outcomes**

1. Children have a strong sense of identity
2. Children are connected 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

## Dispositions for Learning

Dispositions are habits of mind that we develop. They are our ways of making sense of and acting in the world. Educators at Acacia focus on developing dispositions which we believe are important for effective, lifelong learning.

**Curiosity:** Children need lots of opportunities to explore and find things out. Curiosity is important for learning because curious children want to know more, are keen to make connections and follow ideas.

**Confidence:** Having a disposition of confidence helps children to try new things, take risks and explore, which are all important for learning. Feeling confident and having a positive sense of self-esteem are important for resilience.

**Communicative:** Communication is important for learning because being willing and able to listen to other points of view, or to ask questions and share their thinking helps children gather information.

**Resourcefulness:** Being resourceful is being able to respond to challenges and opportunities in lots of different ways. It is about being creative and being able to problem solve.

**Cooperative:** Cooperation is about working together respectfully and collaboratively with others. Being Cooperative is different from doing what you have been told, which is compliance.

**Purposeful and Persistent:** Children learn to be purposeful and persistent when they are encouraged to try new things, and to take reasonable risks. They learn that it is okay to make mistakes and to try again.

**Children develop their dispositions from everyday interactions and experiences. Parents and educators have an important role in fostering these dispositions.**

Our kindergarten is influenced by principles underpinning the *Reggio Emilia* approach to education which values children as capable, curious learners. We place importance on providing opportunities for children to **make choices** and **direct their own learning**. The daily routine allows for **long uninterrupted periods of play** for children to explore, discover, create and imagine. Planned **large and small group sessions** occur during the day and are rich in literacy, mathematics, social skills, Child Protection Curriculum, and music and movement activities.

Children are encouraged to use higher order thinking skills and learning processes such as **problem solving, inquiry, experimentation, hypothesising, and investigation**. Children participate in **collaborative learning projects** in small groups and educators extend children's interests and knowledge around current inquiry projects.

At Acacia we encourage children to be '**naturally creative**' in their play, using items from nature as open ended resources to **challenge** and **stimulate children's thinking**. We believe all children have the right to experience and enjoy **being outdoors**, allowing them to be in real contact with the elements, seasons, a range of sensations and environments, uncertainty, surprise and excitement. *Please refer to our Sustainability Strategy for more information.*

Children at Acacia Kindergarten have the opportunity to participate in taking **supervised risks**, such as climbing trees, cooking on campfires and going on community walks. We believe that through these experiences children are able to learn how to assess risk for themselves as well as **build confidence** and self-awareness.

## **Documentation of learning**

Throughout your child's year at kindergarten staff document children's learning both formally and informally. We believe it is important for children, staff and families to reflect, revisit and value children's learning journeys as a means of remembering the discovery process and communicating the learning experiences at kindy. Learning summaries of children progress are written at the end of each term and a Statement of Learning Report is written at the end of a child's kindergarten year. Parents are always welcome to meet with educators to discuss your child's learning throughout the year.