



Adelaide Miethke Preschool

Curriculum and Portfolio Information

Your child's portfolio includes work samples, photos and other information documenting their involvement & learning at kindergarten. The staff plan the curriculum using the Early Years Learning Framework (EYLF). This document is used by all early years educators in Australia to plan, implement and evaluate children's learning.

In preschool children learn through PLAY. In play children organize and make sense of their social worlds, engage actively with people, objects and representations. Play provides opportunities for children to learn as they discover, create, improvise and imagine. (Belonging, Being & Becoming - EYLF p.6 & 15) Teachers actively plan and assess the play curriculum.

There are 5 Learning Outcomes in the EYLF that staff use to plan and evaluate the curriculum. Learning Outcomes describe the skills, knowledge or dispositions that educators actively promote in their teaching.

These outcomes are:

Outcome 1: Children have a strong sense of identity.

- Children feel safe, secure & supported.
- Children develop their emerging autonomy, inter-dependence & resilience.
- Children learn to interact in relation to others with care, empathy & respect.

Outcome 2: Children are connected with and contribute to their world.

- Children develop a sense of belonging to groups & communities.
- Children respond to diversity with respect.
- Children become aware of fairness.
- Children become socially responsible and show respect for the environment.

Outcome 3: Children have a strong sense of wellbeing.

- Children become strong in their social and emotional wellbeing.
- Children take increasing responsibility for their own health & physical wellbeing.

Outcome 4: Children are confident and involved learners.

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, persistence and imagination.
- Children develop skills and processes such as problem solving, enquiry, experimentation, hypothesizing & investigating.
- Children transfer and adapt what they have learned from one context to another.

Outcome 5: Children are effective communicators.

- Children interact verbally and non-verbally with others for a range of purposes.
- Children engage with a range of texts and gain meaning from these texts.
- Children begin to understand how symbols and pattern systems work.
- Children use information & communication technologies to access information, investigate ideas and represent their thinking.



You will see evidence of this planning for children's learning throughout their portfolio on work samples and in their learning stories. At the end of their time at kindergarten the staff write a **Statement of Learning** for each child to share information with families about their children's learning at kindergarten. A copy is also sent to your child's school.

Here are some photographs of the types of teaching & learning that happen at kindergarten.



Block Play



Dramatic Play



Transient Art - Numeracy



Creative Arts



Gross Motor Skills



Fine Motor Skills



Cooperative Play



Construction



Literacy includes reading, writing, listening & speaking.



Learning in and with Nature



As a nature play site we spend a large part of our day outdoors. We believe that everything we can teach inside can be taught in the outdoors, this includes reading, writing and mathematics. Our staff have training in nature pedagogy to support children’s learning in and with nature. Children are often highly engaged and motivated in the outdoor learning environment and this supports them to develop strong identities as confident and capable learners. Providing rich, meaningful experiences in which children can develop fine and gross motor skills and oral language, solve problems, develop confidence, enquire and question is possible when learning in and with nature.



Directed and intentional teaching

We plan for children to be involved in a range of group learning tasks. This includes small and large group times and also workshops. Our daily workshops are targeted teaching times when children have the opportunity to participate in a learning activity that is planned to support specific learning goals. Educators often work with children in small groups playing games, cooking or gardening. In large group times we greet and farewell each other, dance, sing, read, introduce new learning, explore new concepts and share our learning.



Small Group Learning



Large Group Learning



Workshops