

## Director News!

Over the first few months of the year we welcomed many new families to Kurilpa and also a few siblings. It is wonderful to continue our long standing relationships and connections with families and the community. The family barbeque earlier this year was a testament to the centre community we have. It was one of the busier and well attended BBQ's to date. Well done Kurilpa!

As we begin the year, as a team we explore and reflect on children's learning and how it evolves. The word curriculum is something that is not always associated with long day care but is described as 'all the interactions, experiences, activities, routines, and events, planned and unplanned that occur in an environment designed to foster children's learning and development.' In early childhood settings, such as ours, curriculum refers to all things that children experience, every moment they are in care (Research in Practice Series, volume 16:2009). As Educators we make professional decisions about when and how to lead learning experience as well as when to leave the children to take the lead based on our knowledge of the children and close observation of each learning situation. There is a subtle but intentional 'dance' between the child and

the educator (Laevers, 1995). As educators we recognise how learning will develop. As discussed in the Educators Guide of the Early Years Framework (2009) that is implemented at Kurilpa, we observe that learning that is initiated by children can develop into complex learning when children work together on a project or experience. During these times we observe and assist children to assess props and resources and also at times join in as a partner. During this learning we as teachers trust the child's ability to guide learning. Other times we recognise opportunities to suggest a learning experience or provide materials and resources that invite children to investigate or develop a new play idea. Promoting an intriguing and inviting environment prompts children's interest in exploring and investigating and provides opportunities for children to follow their interests and take a lead in developing play ideas( Hall, 2000). Kurilpa's Emergent Curriculum is occurring every moment, every day with every child.

As a centre Kurilpa has decided to focus on the creative arts as a whole centre curriculum project. Whole centre projects allow the team and children to explore and extend knowledge in one focused curriculum area. As a centre we are working together to continue to intertwine on a deeper level the arts into our emergent

curriculum with at this stage an outcome of an art show at the end of the year, as well as making connections with artist in the community and students at Queensland University of Technology. As the emergent curriculum is based on children's interest each room could have an additional outcome and experience. This does not mean that other areas of the curriculum will be explored. The creative arts are an area that can be easily linked to many areas such as mathematics, literacy, physical/social development and so forth.

As early childhood educators we value the importance of the arts and are passionate in promoting it. The arts as Kurilpa sees it is not only children's active engagement in the visual arts but also encompasses music, drama, dance, and storytelling and as a whole can be described as the creative arts. The creative arts are acknowledged as 'enhancing children intellectual, social and emotional development, and has received resounding endorsement by neuroscientists stating that neural pathways are formed and shaped by early experiences in the arts. ' (Every child Journal, Elliot, A, Volume 11: 2007)

All new and continuous experiences in the arts help to create distinctive brain connections that have short and long term effects on developmental pathways as well as lifelong learning (Wright, S; 2003.

Children meaning-making and the arts). Arts based learning and experiences have strong connections to language and literacy, as the child explores the arts they too are developing skills and knowledge about literacy and meaning making. Literature and research states that the arts makes connections and enhances not only multi-literacies but: multi-intelligences, multiple modalities as well as emotional and spiritual connections to learning and understanding (Wright, S; 2003. *Children meaning-making and the arts*).

As a centre we want to widen our experience with the arts and would like to enlist the help of families and the community. If you or someone you know have an interest or experience in the creative arts may it be through storytelling, dancing, playing an instrument, singing, painting, clay making etc. the children would love to see your talents on display. Kurilpa also encourages extracurricular activities like excursions or in house visits. If anyone has suggestions please speak to the Kurilpa team. The Junior Kindy and Kindergarten are going on an excursion to the Gallery of Modern Arts (GOMA) in April as a starting point of discussion about the

***Every child is an artist the problem is how to remain an artist once he grows up. Pablo Picasso***

arts for the exhibition 21st Century.

Cheers Marisa

## Committee News!

A warm welcome to all the new families to Kurilpa in 2011 and a welcome back to our existing clan!

As you may know, we recently had our autumn family BBQ at the centre and were happy to see over 70 people come and meet other families and let their children play with their friends. At the beginning of the BBQ we had the 2010-2011 Annual General Meeting for Kurilpa Community Child Care Inc.

2010 was an extremely busy year for Kurilpa Community Child Care Centre Inc. My report to the AGM sums up our busy year:

*I would like to thank the departing members of the MC for their work, participation and enthusiasm over the last year - those members are Jenny Luong, Sarah Warner and Jackie Trad.*

*One of the first tasks performed by this committee was the formulation of a new strategic plan to tide us over to 2015. I will report against that plan but I would like to start*

*off with our most important resource - our staff.*

*On behalf of the MC, parents and families of Kurilpa, I would like to thank the staff for their professionalism, caring, dedication and enthusiasm. In recognition of their importance to the centre, one of the first decisions we made this year was to increase fees to pay staff an increase over and above the increases that were required by law. While it wasn't a ground-breaking increase, it is significant and we hope to keep this as an on-going goal of the centre.*

*Our second biggest priority from our strategic planning is to devote resources to the centre and to improving the centre for the staff, children and family.*

*One of the most exciting developments has been the transfer of the triangle of land at the front of the centre from the developers next door to Kurilpa at no cost. This was the outcome of planning negotiations during the course of the development and has taken several years to complete. My thanks goes to Blake Dawson Lawyers who conducted substantial free legal work on behalf of the centre.*

*As a result of this addition of land to the centre's footprint we are now looking at extensions to the centre. These are long overdue. The staff endures a poky staff room with no windows and no room for a table. Lizzie has a kitchen that needs more room, new benches and a big overhaul. We are engaging architects to start the long process of extending and improving the front of our centre.*

*Other things that we have done this year to improve the centre and preserve it as an asset to the association is:*

- completed a building inspection to identify building maintenance issues that need to be rectified around the centre*
- we have completed many of the minor improvements identified by the report and we are waiting for some applications for grants to complete some of the bigger items on the list*
- installed solar panels on the roof of the centre*
- installed a solar hot water system*
- installed a new commercial dishwasher*
- new shade cloths in toddler yard*
- painting the inside of the centre*
- installing astro turf in the*

*pre-prep yard*

*In 2009, we were successful in obtaining additional funding for the "universal access to kindy" program for the state government. In addition we trailed the Kindergarten guidelines for the state government and these have been implemented.*

*We have continually updated resources for all of the rooms at Kurilpa and the fundraising efforts of the centre contribute to this.*

*We have worked with staff to increase the numbers of cultural activities and excursions for children. This was a request by parents at the strategic planning and staff has responded enthusiastically. A few weeks ago, a Chinese New Year dragon (lion) was here at the centre enthraling the big kids and no doubt terrifying the toddlers. Last year we had a great excursion to 'Out of the Box' which both kids and parents had a fantastic time. As well, we have had visits from the Marine life man, an Aboriginal man who talked to the children and dreamtime and storytelling during NAIDOC week, the fire truck, a trip to the famous Alvey fishing rod factory, and a trip up to a local cafe for milkshakes.*

*We have tried to improve the communication between the centre and parents by now communicating by email to parents. All statements and centre type notices are now communicated by email. We have tried to increase the parent participation in the centre over the year - this has been done through regular family BBQs, a working bee to clean up the centre grounds, and the trivia night. We are also investigating further use so that hopefully parents will be able to receive information about what is happening in the rooms via email in the future. As well, we tried this year to increase our profile in the West End community, and this started with a profile in the local paper the West Ender.*

*Finally I would like to acknowledge our fundraising committee led by Lucia and until a couple of weeks ago, comprising only Lucia. Fundraising serves an important function in the centre and the resources raised go directly to the children. We have raised \$ 6000 this year from a variety of activities. One popular one for parents was the trivia night last October at the South Brisbane Sailing Club. We have also had raffles, movies, mangoes and our best money spinner - the Bunning's sausage sizzle. Unfortunately our*

*Bunning's was washed away in January and we now have a long wait to catch up.*

*Last but not least to me is to say thank you to Marisa our director. All of these activities that I have spoken about involve work from Marisa and her team. I have watched Marisa mature into her role over the last year as she has battled problems both small and large. I can confidently say she works very hard for the centre and for the staff and children and I am happy to be working with her for another year. She was here during the floods watching over the centre which was good because I co-opted her into helping down the street. She often works outside her hours, as does all of the staff and I want her and them to know it does not go unnoticed.*

*Our challenges over the coming year are many - the biggest being the proposed extension to the centre. We will also have to make some big decisions about fees and the budget for the centre into the coming years. This I know will be a hard and spirited debate.*

*I am also happy to report that Kurilpa last week was audited by the licensing body of the State Government and it passed its*

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licensing requirements with flying colours. Well done to everyone although we never doubted the outcome.

We have busy times ahead for Kurilpa - raffles, excursions, art projects, art exhibitions, trivia nights. If any parents are willing to help with fundraising please let Marisa know as all proceeds go straight back to the children in the form of resources or infrastructure for the centre. As well, if families wish to know about or provide feedback to the proposed extension to the centre please also let Marisa know and she can tell you about what is proposed and take any feedback from you.

Thank you for your energy and input

into the Kurilpa community!

Tracey de Simone  
President

## Fundraising News!

After the success of last year's edition we are happy to confirm the date for our next Trivia Night. So, PEN in the date in your diaries: Saturday 30 July 2011 at the South Brisbane Sailing Club. There is also a big raffle coming up, with a fantastic first prize: a weekend away for two adults and two children. We are going to need everyone's support to sell as many tickets as possible. Lots coming up with our fundraising, we will stay in touch.

The Fundraising Committee



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March 2011

## Kitchen News!

There are many children attending Kurilpa who have special dietary requirements due to food allergy or food intolerances.

True food allergies, while rare, are an immune system response to foods and can cause mild to life threatening reactions. Examples of foods causing allergies can include peanuts, dairy, seafood, and eggs. Reactions range from eczema and hives to vomiting and diarrhoea.

Food intolerance does not involve the immune system and is usually dose related. Possible causes include artificial additives or natural occurring chemicals in foods. Symptoms can be hives, swelling, stomach pain, frequent runny or stuffed up nose, and bowel irritations. Children with food intolerances may also present as irritable, restless, or demonstrate behavioural problems. Food causing intolerance may include chocolate, yeast, berries, tomatoes, artificial preservatives, colours, and MSG.

The symptoms which occur due to food allergy and food intolerance can also be caused by many other conditions. A

careful assessment of the problem by an experienced health professional is essential. If not diagnosed correctly, children are at greater risk of vitamin and mineral deficiencies and missing the real underlying health problem. By also seeking the advice of a dietician, parents can ensure their child's diet is correct and nutritious. This written diagnosis and dietary information makes it possible to cater for your child here at Kurilpa.

Most children diagnosed with food allergy actually start to outgrow it by three to five years of age. Therefore seeking regular updates from your health professional is necessary.

To help us manage diets and keep safe all of the children at Kurilpa, particularly those requiring a special diet, everyone can assist in the following way:

- if you supply food to the kitchen e.g. soy milk, please label clearly with your child's name
- if your child experiences symptoms and you suspect it is food related, please do not rush into a self-diagnosis. Careful assessment by a health professional is required before we will eliminate foods from their diet.

- never leave food in your child's bag
- always provide an ingredient listing for birthday/celebrations cakes brought in from home. Include ingredients for decorations such as M&Ms.
- if your child is prepared a special meal, please let the kitchen know if they are away or have an extra day to assist catering

Kurilpa ensures that food provided by the centre minimises any artificial chemicals, colourings or additives. Our goal is to work with each family to negotiate proper management of any issues relating to diet and to make children with special dietary requirements feel supported and included at meal times. This is easily done when we work together.

'Managing Food Allergy and Intolerance in Child Care and OSHC' -- Nutrition Australia (2009)

'RPA Allergy Clinic' -- [www.sswahs.nsw.gov.au/rpa/allergy](http://www.sswahs.nsw.gov.au/rpa/allergy)

'Australasian Society of Clinical Immunology and Allergy' -- [www.allergy.org.au](http://www.allergy.org.au)

Lizzie

## Nursery News!



First of all I would like to welcome Felix, Evelyn, Phoebe, Cara and their families to the Nursery and another welcome back to the children and families who will be joining us again for another great year. As you may be aware there have been some changes within the job roles here at Kurilpa. Caroline has moved up to the Kindergarten for the year to try something new, I have stepped up as Group leader in the room and Nick has taken over the assistant role. Nick has been a great asset to the room and has settled in beautifully with the children who are forming strong bonds with him.

What a great start to the year we have had! All of the children have settled

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back into the year with high spirits and more energy

than ever. Over the last couple of weeks we have been focusing on re-settling and helping the children to feel safe, secure and to become familiar with the environment here in the Nursery. One of our major focuses at this time of the year here in the Nursery is making connections with the children. Not only are we focusing on settling in the new children into the room, but we are also resettling the children from last year and getting them back into the routine we have here. We found that the routine we have here in the Nursery has been working well as it accommodates to the majority of the children.

Both Nick and I have been interacting with the children in groups and individually to investigate the children's interests and their development. By making connections with the children it helps Nick and I to build strong bonds with the children so they become comfortable. We have also

been encouraging and teaching the children to greet other staff members within the center when they visit our room or when we go for walks around the center, by doing this it helps the children become familiar with all of the staff members around the center. This will also help the children have a calm and relaxed day if Nick or I were to be away as they would be familiar with the person stepping into the room. However, it's not just Nick and I making connections and bonds with the children in the room, they are also beginning to make connections together and we have seen some truly beautiful friendships being made!

Over the next couple of months some of the children will be transitioning into the Toddler room. Children usually begin to transition into the Toddler room when they are around two years of age; the transition also depends on the way the child is developing, so sometimes children may transition earlier or later. Before your child is due to move up to the Toddler room, you will be given plenty of notice and we will make the transition a smooth and slow process and follow your child's

prompts. The transition from the Nursery to Toddlers is usually an easy process as they are already familiar with the teachers and the environment in the room as we are in contact with them throughout the day.

Lately we have noticed the children's interest and development in their vocabulary and communication. We have been encouraging the children to use their words when they want something and usually they are more than eager to try and copy words. We have also been using flash cards with some of the children to help extend further on their vocabulary.

Here in the Nursery we teach the children basic Makaton sign language hand gestures to help them communicate with us before they learn to talk. The main symbols children learn here in the Nursery are - Please, Thank-you, Eat, Drink, Finished and More. Sign language can help reduce a child's frustration and can also help us as teachers to understand what a child wants or needs. Once children begin to learn how to communicate verbally they will either stop signing and talk to us or continue to fluctuate

between the two forms of communication. If you would like a copy of the Makaton sign language sheet, Please ask Nick or I.

Here's to another great year!

Sophie & Nick

## Toddler News!



Welcome to the Toddler Room for 2011! This year we welcome

*Teesh* to our room as the second full time teacher in the room alongside *Lisa*. *Misty*, who has been in the toddler room for almost five years has taken the position as full time float, so although she is no longer in our room all the time, we still get to see her smiling and cheerful face every day.

We also welcome a number of new families and children to the Toddler Room. Some, new to the centre and some have moved up from the Nursery. We have loved



*getting to know you over the past couple of months and really look forward to sharing many more wonderful experiences with you all as we continue our journeys together here at Kurilpa ☺*

*The Kurilpa Newsletter is a publication that comes out three to four times a year and is a medium for the teachers to publish articles about issues and subjects that are pertinent in their rooms at that time.*

*In the Toddler Room we have been spending a lot of time looking at the children's interests and the setup of the room. It is important to have a room that can help to facilitate children's development and that focuses on their interests.*



*in the way it facilitates play, investigation and imagination.*

*I have also always thought of the room as a 'third teacher'*

*Over the past few weeks Teesh and I have changed the room and our outside veranda area around and have found that the children have responded really well to the changes. We have tried to make the room feel more homely and inviting, making the transition from home to Kurilpa easier for the children, especially the younger ones. In the 'home corner' section of the room we have tried to create different areas or 'rooms' for different purposes, making it more like a home. The construction area has had a real natural theme to it so far this year because the children have shown a real fascination with our outside environment and all things natural.*

*The program in the toddler room is closely tied in with the Kurilpa philosophy and the five core aspects of 'children', 'families', 'community', 'team', and 'earth'. Although we do focus around a play based program, we use observations of the children's interests and initiated play to develop a program that helps to encourage children's growth and*

*development in key milestones while also focussing on the key learning outcomes set out in the Early Years Learning Framework.*

*The way that the room is set up and organised is one of the main ways that we as teachers can facilitate learning without encroaching on children's space and individuality. Teesh and I put a lot of thought and research into what we put out in the room and how these items will encourage learning and discovery.*

*As we settle into the year and our program becomes more structured, we are focusing a bit more on group times, using these times for teacher initiated learning experiences. We have been playing a lot of different memory and matching games lately and are starting to look at letter recognition and word associations as the toddlers' minds continue to develop and they start to develop an understanding of symbols, letters and the written word.*

*We look forward to sharing our program and learning with your*

*families over the next year and welcome all of your input and feedback.*

*Lisa and Teesh*

## Junior Kindy News!

### Emergent Curriculum and Toilet Training in the Junior Kindy Room

The Junior Kindy program runs throughout our entire day, including our play times, meal times, group times, transitions and toileting. Our program, planning and observations are based on the Emergent Curriculum process. This is an approach that permits learning activities to arise out of the children's, interests, actions or spontaneous events. Emergent Curriculum is a continuous revision process, an honest response to what is actually happening. As teachers we may have some ideas about the expected outcomes of the program, with flexibility the children direct the learning. The Emergent Curriculum framework relies on the following premises:

- Curriculum is what actually happens in an educational environment, not what is planned to happen
- Young children invent and organise their own curriculum all the time. They are active motivated learners, studying the world as they play (hence the term children learn through play)
- Creative energy comes from intrinsic motivation, from doing what one wants when one wants to do it
- Children are active learners. Curriculum should focus on actions not lessons to be taught
- All curriculum plans are tentative and children modify them by their response. The curriculum is always expanding to carry out this response teaches involvement in an ongoing process of planning, analysing, observing, evaluating children's activities, interest and needs.

The Junior Kindy Rooms has a few broad goals for the children during their time in the Junior Kindy these are:

- Each child to have fun experience enjoyment and be happy in a safe, relaxed, homelike environment.
- For children to be able to relate confidently with others and be assertive in social



situations.

- To express themselves creatively through art, language, music, dance and other learning experiences.
- To extend thinking skills through problem solving and group activities, learning basic

shapes, colours, counting and starting to recognise first name.

- Learning through play and being able to select an activity that interests them.
- Extend language skills by discussing interests from home or during the day to further listening skills.
- To help the children develop their self-help skills and become more independent e.g.: toileting, dressing themselves, making bed, looking after themselves and their belongings.
- In the beginning of the year one of these main focuses is on toilet training.

Toilet training is a major milestone for children. It demonstrates the child's growing independence and when achieved in a positive way can enhance each child's sense of self-esteem and self-worth. To be a successful experience there needs to be a highly supportive and consistent

approach between families and the Kurilpa team.

In the Junior Kindy room we believe it is very important to let the children lead the toilet training process. This means that when the children are demonstrating signs of readiness and are interested and motivated to use the toilet. Some signs that your child might be ready to use the toilet are; saying "wee" or "poo" before doing one in their nappy, taking nappy off and going towards the potty/toilet, a general interest in the toilet/potty.



Using the Emergent Curriculum approach we are able to help and enhance the children's interest on going to the toilet. Recently some of the children's main focuses have been around Pirates, Dinosaurs, Princesses, and Space. Incorporating these interests into our toileting procedure

can be a very positive and fun approach. We have been reading books about Pirates and Princesses that are learning to use the toilet, and also books about Dinosaurs and Aliens that love to wear underpants. These stories have had a very positive influence on the children's approach to the toilets and what undies to wear, another way we have encouraged the children's interest is by following up with this focus and creating themed toilets for the children to sit on.

The Junior Kindy children are now very eager to choose which toilet to sit on, by giving them choices we are making it the children's decision to go to the toilet and a fun one.

Having an open steady stream of communication with the parents can help us to swap ideas of what has been working at home and what has been working at Kurilpa. By sharing with us your child's needs and interest at home we can also try to incorporate this into our toileting procedure at Kurilpa. Every child learns at their own pace and we need to remember to be supportive and not to worry if they are taking more time than others

to toilet train, everyone will get there in the end. Accidents happen during this time so we remind everyone to please bring in spare undies and pants.

I have received lots of positive feedback from lots of the Junior Kindy parents, thank you for all your support and we hope that this information will help support you at home with your toileting procedure.

Angela and Lisa

## Kindergarten News!



The Kindergarten year is a very exciting one for families, teachers and children as we build on the knowledge and ways of understanding the world that the children bring to us from home,

their family and other educational environments that they have been involved in. It's also one in which we start engaging them in more structured focused experiences so we can find out their strengths and help them become independent confident, self-directed learners who engage in a variety of experiences. Another goal is for them to be able to work by themselves and with others and to be willingly to engage in a learning some of which they will direct, others directed by their peers and others teacher directed.

In the early year's teachers' value play based experiences as the best means for young children to learn. Play is what children do, it is motivational for them, it is familiar and because of that they feel safe to take on challenges and do a variety of things. This willingness to explore new things and takes on challenge is something we always seem to notice in the room. A good example of this was when we were looking at insects one of our experiences was making clay

models. We gave the children some stimulus materials such as books and access to computers to look up insects. In a group we discussed that they could make insects out of clay but we didn't instruct the children in a way to do it. The pre-preps went straight over and got engaged, by using their own explorations they were to create their own process and end product.

Children are capable and component and when we don't tell them that something is difficult or for older children they don't see it as something they shouldn't be able to do. This doesn't mean that they won't feel challenged at times but it does mean that they are more willingly to take risks, to explore and experiment with different ways of doing it and to look for help rather than giving up and/or wanting a teacher to complete it for them. Since we focus much more on the process then the product the children are completing it allows them to find their own way of doing things and to make their own end

result. If we were to set up an insect that an adult had made the children would find it hard not to try and copy what was shown to them. If they found that their product did not end up looking like the ‘teachers’ it is quite likely that they would view their creation as not as valuable or as ‘good’, giving them less pride in their own work.

The Kindergarten Guidelines that we use in the kindergarten room is an outcomes based document focusing on process not product. That means that early childhood teachers believe that each child brings with them unique skills, ways of learning and ways of demonstrating that learning. The kindergarten year is about helping

children develop their own way of learning and at the same time introducing and helping young children understand that at times they will need to engage in teacher led experiences and how best to approach these.

The fact that the Kindergarten Guidelines is outcomes based also allows for educational centers to use different approaches to teaching and to inform the choices we make as we program each day, each week and throughout the year. As such while there are goals that we are all working towards not all centers will approach them in the same way and that’s why you might see diversity across different educational settings. At Kurilpa the kindergarten room is not separate from the other rooms and we want to build on the skills that the children have been exposed to in their time here. That is why we still continue using an emergent curriculum to assist us in working towards the Kindergarten outcomes.



Emergent curriculum is a curriculum that develops when exploring what is socially relevant, has personal meaning to children and families, and is motivational and intellectually engaging. The curriculum that we use in the kindergarten room is holistic not broken into a set of separate activities.

A good example of this is we observed that some children weren't really engaging in cutting and needed some more assistance. The more we tried to get them to engage in 'worksheet type' cutting activities the more they would try to resist, as they weren't finding it fun or personally meaningful.

Their goal (with teacher directed cutting) was to get it done as quickly as possible so they could move on to something else. However when we found what was personally meaningful to them in this case it was superheroes (but it could have been dinosaurs, fairies, dragons etc.) and we were able to plan an experience around this the

process and product that was created was completely different. The lesson we planned was to allow children to draw or find pictures of their favorite superheroes online. We then told the children that we were going to make a superhero poster and that they would need to cut around the pictures so that they would fit. For some children we helped by drawing a rough circle around the picture and we saw that they were all able to cut out that circular shape using one hand to cut and the other to turn the paper around. We also noticed that they all tried to cut around the actual figure of their hero which was much more challenging than just cutting a straight line or a shape that we had provided for them. Most importantly though they were all personally motivated and wanted to stay with the experience for an extended period of time. Since we had captured interest we also spontaneously decided to use this as an opportunity to get them to practice writing their name and

encouraged them to write on the poster to show what they had made. This one example shows that an emergent curriculum is never built on children's interest alone and that teachers and parents have a strong voice in the direction and goals that the learning journey takes. We believe that especially in the kindergarten year learning needs to be negotiated between what interests' children and what we know is necessary children's education and development. As previously mentioned we also need to be aware of the next step that they will be taking (for the older children prep next year) and make sure that we are providing them with experiences that will set them up with the skills, tools and learning dispositions that will help them feel comfortable and successful in that learning environment. The emergent curriculum allows for the program to evolve from the children's interests and what we see they are doing. While we have an idea of what we are going to do

before we start we allow for new possibilities, directions and learning that might not have been thought of in the initial planning process.

We believe that the kindergarten year should be seen as one that lays the foundation for lifelong learning. Our aim is for the children to feel positive and confident about engaging in a variety of experiences, in taking risks and in reflecting and evaluating their work. Through teachers, children, families and communities working together we create a program that acknowledge all parties as valued members of the learning process we create with the child at the center at the center.

Kate and Caroline