

# Na Noda Mataniciva

## Kindergarten Curriculum Guidelines for the Fiji Islands

हमारे मोती



**Australian Government**  
**AusAID**

Fiji Education Sector Programme  
(an Australian Government, AusAID initiative)



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Draft

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Title: In the Fijian language, Mataniciva is a pearl or something very treasured.  
Na Noda refers to the collective 'our'. Hence, Na Noda Mataniciva refers to  
everyone having responsibility for nurturing our treasures, meaning our young  
children. Humare Moti has a similar meaning in Hindi.

# Foreword

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The development of *Na Noda Mataniciva: Kindergarten Curriculum Guidelines for the Fiji Islands* is an important milestone for early childhood education in Fiji. It is the first national Kindergarten curriculum developed in Fiji. This initiative has emerged from recommendation in various reports, such as: *Learning Together*; the Report of the Fiji Islands Education Commission (2000), *Suva Declaration* (2005), the Ministry of Education's *Strategic Plan, 2006-2008*, and the national *Strategic Development Plan 2007-2011*. In response to this recognition of the importance of early childhood, the Ministry of Education has included Kindergarten (otherwise called preschool) in *The Fiji Islands National Curriculum Framework* (NCF) which sets out approaches to teaching and learning from Kindergarten to Form 7.

*Na Noda Mataniciva* sets out the vision, beliefs and values, principles and purpose of early childhood care, development and education in Fiji. It is intended primarily for teachers, but also for decision and policy makers, head teachers, parents, management, community and other stakeholders. It presents a framework to guide teachers and stakeholders in developing quality and effective early childhood programmes for all young children in Fiji.

The curriculum guidelines do not prescribe what is to be taught. Rather, they outline desirable outcomes for 3 – 6 year old children in Fiji, and offer suggestions to teachers for planning, implementing and monitoring holistic, inclusive and developmentally-appropriate curriculum. Teachers should take these outcomes and suggestions and make them culturally relevant for their children and communities.

Expectations for children's learning and development in all areas are identified in the curriculum guidelines. The areas have been called the Foundation Areas of Learning and Development (FALD). The Foundation Areas of Learning and Development will also inform curriculum in Classes 1 and 2, and be linked to the Key Learning Areas (KLAs) that are used to organise the curriculum from Class 3. It is envisaged that the Kindergarten curriculum guidelines, together with the Ministry of Education's policy on Early Childhood Care, Development and Education (ECCDE), will contribute greatly towards the effective development, implementation, and monitoring of good quality Kindergartens and early childhood services in Fiji. The curriculum guidelines also offer suggestions for children's transition to school, which in turn should lead to more successful school and lifelong learning for all children.

I welcome the development of *Na Noda Mataniciva*, which should be used by all teachers and stakeholders throughout Fiji.

Emi Rabukawaqa  
Permanent Secretary, Education, National Heritage, Culture and Arts

# Acknowledgments

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Many teachers and other stakeholders have been involved in the production of Draft 2 of *Na Noda Mataniciva: Kindergarten Curriculum Guidelines for the Fiji Islands*. The writers of Draft 1 played a significant role. The document they developed through many writing workshops in 2006/7 was taken around the Western Division in 2007. Workshops were held with Kindergarten and Class 1 teachers, Head teachers, Kindergarten Management, government and community representatives. Extensive feedback gathered from all those involved has led to the development of the current draft. Thanks are due to the many personnel from the Ministry of Education who participated in this process, as well as to representatives of other Ministries, in particular the Ministry of Health who provided valuable input into sections on children's health, care and physical development.

About 50 trainers, selected from Kindergarten and Class 1 teachers in the Western Division, have also been very involved through conducting workshops, trialing and gathering feedback on Draft 1. Their commitment is greatly appreciated, and we trust will continue during the trialing and evaluation of Draft 2. Further refinement at the end of 2008 will precede the introduction of the curriculum guidelines to all other divisions in Fiji in 2009.

While it is impossible to identify by name all those who have contributed to this document, several people should be mentioned by name: Mrs Ruci Kididromo, the coordinator of the project; Adi Davila Toganivalu and Mrs Unaisi Vasu Tuivaga, both active members of the Steering Committee; Mrs Viniana Kunabuli, A/Director of CDU; Mrs Ufemia Camaítoga and Mrs Biu Cava, early childhood lecturers at Lautoka Teachers' College. Thank you also to the teachers and children whose thoughts and photos appear in this document.

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# OUR vision

That the children of Fiji develop into healthy, happy and responsible individuals, with reverence for God. We want them to have a strong sense of identity, appreciate their own as well as others' cultures, have respect for the environment, and become life long learners who will contribute to the peace and prosperity of our nation, Fiji.

Me ra vakatoroicaketaki na gone e Viti me ra tubu bulabula, mamarau, tamata nuitaki ka dau vakarokorokotaka na Kalou. E gadrevi me ra vaqacacotaka na nodra kilai ira vakataki ira, me ra doka na nodra i tovo vakavanua ka oka tale ga kina nodra na tani. Me ra lewa matau na i yau bula; ra tutaka na vuli e na vei gauna taucoko ka vakaitavi ki na tiko veilomani kei na bula sautu ni vanua o Viti.

ईश्वर के प्रति श्रद्धा रखते हुए फीजी के बच्चे व्यक्तिगत रूप से स्वस्थ, खुश हाल तथा जिम्मेवार बने । हम चाहते हैं कि वे अपनी पहचान की भावना को बनाए रखें, अपनी तथा दूसरों की संस्कृति को महत्त्व दें, वातावरण का भी सम्मान करें, जीवन भर शिक्षा हासिल करते रहें ताकि वे हमारे देश फीजी की शान्ति और समृद्धि में अपना सहयोग दें ।



Na Noda Mataniciva

Humare Moti



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# PART A

Introducing the curriculum

Draft





Draft



# 1

## INTRODUCTION

### Early childhood in Fiji

*Dui seva ga na bua ka tea<sup>1</sup>*

**W**e have many sayings in Fiji about young children. In these, children are often likened to the plants and other living things that are important for sustaining their villages and cultures. These sayings highlight traditional understanding and wisdom about the needs of young children, and the relationship between their development and the quality of care they receive.

In the past, families were the main source of children's learning. Children learnt from watching adults and from listening to legends and stories told by old people in the family home. They were cared for and disciplined by the whole community.

Times have changed and, with them, the contexts within which children live. The population of Fiji has become more diversified and urbanised. Even though traditional practices continue in many villages, children growing up in those villages require additional knowledge and skills if they are to play active roles in the wider community. Education is generally recognised as the pathway to engaging with these changing lifestyles and opportunities.

Kindergartens (or preschools) have been part of this education journey in Fiji since the 1930s, when expatriate women began running Kindergartens from their homes. By the 1950s many local women were also doing this. These well-intentioned people had no formal training and experience in the western practices that they were trying to follow. The majority of the centres provided very structured and formal programmes in school-like settings. It was not unusual to find children between the ages of 2 to 13 years sitting together in a small over-crowded room, with as many as 40 to 70 in a group.

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<sup>1</sup> The beauty of the frangipani depends on how well it is nurtured

Nevertheless, these early initiatives paved the way for a strong early childhood movement in Fiji. In 1966 the Department of Education (now the Ministry of Education) formalised the establishment of Kindergartens for children between the ages of 3 to 5 years, and developed regulations governing the operation of Kindergartens. This was followed in 1968 by the appointment of the first Education Officer responsible for Kindergartens.

Changes have continued over the years. A range of early childhood programmes can now be found in urban, rural and even very remote and isolated areas of Fiji. The centres, which are generally owned privately or by the community, operate under various names: kindergartens, playgroups, preschools, day care centres, child care centres, and groups of nine. A number of early childhood training courses are also available in Fiji. These developments, together with increasing international evidence of the importance of early childhood, have created a demand from stakeholders for relevant policy, curriculum guidelines and standards for the young children of Fiji.

### **Purpose of the curriculum guidelines**

The Government of Fiji acknowledges the importance of early childhood, and recognises early childhood as covering the period from birth to 8 years of age. In response to this, the Ministry of Education has included Kindergarten in the Fiji Islands National Curriculum Framework (NCF) which sets out the philosophy and structure for curriculum from Kindergarten to Form 7.

The purpose of *Na Noda Mataniciva: Kindergarten Curriculum Guidelines for the Fiji Islands* is to provide a vision and direction for those responsible for programmes for three to six year old children. The guidelines are intended primarily for teachers, but also for policy makers, head teachers, parents, caregivers, management, community and other stakeholders. The curriculum presents a framework to guide teachers and stakeholders in developing effective early childhood programmes for young children in Fiji.

The curriculum outlines expectations and outcomes for Kindergarten children in all areas of learning and development - physical, social, emotional, cognitive, creative and spiritual. The areas have been called the Foundation Areas of Learning and Development (FALD). The FALD framework will also be used in Classes 1 and 2, to provide greater continuity across the early childhood years, and a more holistic programme in Classes 1 and 2.

Learning begins in the home. The Kindergarten Curriculum Guidelines acknowledge this and encourage strong relationships between Kindergarten teachers and families. It also encourages working relationships between Kindergarten and Class 1 teachers and suggests ways of supporting children's successful transition to school. These relationships and transitions are seen as critical for success at school and lifelong learning.

## Terminology

Early childhood is a general term, referring in Fiji to a period of childhood from birth to 8 years of age. Many terms are used around the world and in Fiji to describe programmes for children in this age group. In Fiji, Early Childhood Care, Development and Education (ECCDE) is a generic term used to describe all programmes for children from birth to 8 years of age; for example, playgroups, day care, Kindergartens, Classes 1 and 2. The term early childhood centre is widely used to describe the place where these programmes take place. 'Preschool' and 'Kindergarten' are both used in Fiji to describe programmes for 3-6 year old children. For the purpose of this document the term 'Kindergarten' is used.

## Organisation of the curriculum

*Na Noda Mataniciva* is organised into three Parts. Part A provides an introduction to the curriculum and includes information about the beliefs, values and principles that underpin it. This includes a brief overview of young children's learning and development. Part B outlines expectations or desirable outcomes for children's learning and development in each of the six Foundation Areas of Learning and Development. Part C offers suggestions for planning and implementing programmes using the curriculum framework, and for monitoring children's learning and development. It also addresses issues such as partnerships and transition to school.

# 2

## BELIEFS, VALUES AND PRINCIPLES

### Beliefs and values

The way a society undertakes to educate its children depends on the knowledge, skills and values it believes to be most important. This is a critical factor in a multicultural society such as Fiji where there is a mixture of values and beliefs, and expectations for what children should learn.

Children experience and learn many things from their home environments; they adopt the ways, behaviours and attitudes of their own families very early in life. When children come to Kindergarten they already have a sense of their identity, and are developing cultural knowledge and family values. Their understanding and values will be extended as they adapt to the culture of the Kindergarten and mix with other children and adults who may be similar to, or different from, themselves.

In Fiji's diverse society, there is a need to examine our rich multicultural identities and values, and to include in our curriculum what we believe to be good for all our children. We want all children in Fiji to learn to care for and respect themselves, other people and their property, the environment and all living things.

The National Curriculum Framework (NCF) identifies many values that are shared in multicultural Fiji (p.11). It also makes a position statement on Spiritual and Values Education (p.38) which is consistent with the Constitution of Fiji. These values are integrated into the Kindergarten curriculum as well as being a focus in the Moral and Spiritual Foundation Area of Learning and Development.

Beliefs, values and understanding about young children's care, development and learning have also influenced the development of the Kindergarten curriculum. These are discussed below.

### Caring for children

Caring for children is one of the many roles of the Kindergarten teacher. Kindergarten children still require much individual attention and care while they are developing independence and a sense of their own identity in a context different from their home. Throughout the early childhood years, children need to be in safe, caring, secure and

child friendly environments if they are to be physically healthy, mentally alert, socially stimulated and intellectually able to learn and develop to their full potential.

Good care is not just about providing appropriate nutrition or the ability to protect the child from hazards and physical harm. It includes providing an 'enabling environment' that encourages interaction, conditions for exploration and discovery, and an introduction to skills that will affect later learning and living. This means being responsive to the child's developmental milestones and cues, being able to provide attention and care, being involved with the child, and encouraging autonomy, exploration and learning. It also includes protection of the child from abuse, exploitation and violence as these are all factors that have serious lifetime effects on a person's health and well-being. This highlights the special relationship between care and development and the importance of good adult-child interactions in the early years. Early childhood teachers play an important role in passing on these messages to parents, and modelling the very best practices in their interactions with the children in their care.

Taking steps to understand families and their child rearing practices is important. Fiji is a country of many cultures, each with varying beliefs and values about bringing up children. Making the transition from home to Kindergarten and school can be very demanding for young children. Teachers can support children by integrating positive child rearing practices from home into their programmes.

## Understanding children

The early childhood phase of development covers the period from conception to 8 years of age. This is a period of rapid growth and development. For example, most brain development happens before birth and before a child reaches three years of age. The young child's brain is very vulnerable and can be damaged in many ways; for example, by poor nutrition or by stress and anxiety. Pushing formal learning too early and having unrealistic expectations for young children can contribute to this damage. Having a general understanding of child growth and development is important for teachers of young children; with this knowledge teachers can provide a programme that is developmentally-appropriate and responsive to the individual needs of children.

All areas of development are interrelated. Development in one area influences, and is influenced by, development in other areas. For example, a child whose language is delayed may have trouble interacting and playing with other children; a child with poor coordination may experience learning difficulties. Providing a holistic curriculum is therefore important for the child's overall development and learning.

Children develop at their own rate. Their development is influenced by individual differences, and by the cultures, families and wider environments in which they live. Nevertheless, there are patterns in their development – milestones that children might be expected to reach by a certain age; for example, in Fiji most babies are taking their first steps by 12 months of age. Teachers need to be aware of these milestones, and be able

to share the information with families. They need to observe each child carefully, and seek further advice if the child has not reached a milestone within a reasonable time.

Below is a summary of important milestones in children’s development from 0-8 years:



*Going to the party – by Selina, aged 5*

*Young children tell us a lot about themselves through their drawings. Selina’s drawing shows a rather mature level of development, but it is also fairly typical of a 5 year olds’ drawing. In it she emphasises the things that are important to her: the hands suggest she wore lots of nail polish to the party; she also had on earrings and shoes with heels.*

## Overview of development from 12 months to 8 years<sup>2</sup>

1 to 2 years	2 to 3 years	3 to 5 years	5 to 8 years
<ul style="list-style-type: none"> <li>• Imitates adult actions</li> <li>• Speaks and understands words and ideas</li> <li>• Enjoys stories</li> <li>• Curious and enjoys exploring objects &amp; places</li> <li>• Passes a toy from one hand to the other (crossing midline)</li> <li>• Walks steadily, climbs stairs, runs</li> <li>• Begins to assert independence; wants to do things without help</li> <li>• Plays alone</li> <li>• Likes to help with tasks</li> <li>• Follows simple directions</li> <li>• Solves problems</li> <li>• Begins pretend play</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys learning new skills</li> <li>• Vocabulary continually increasing</li> <li>• Always on the go</li> <li>• Runs easily, with fewer falls</li> <li>• Gains control of hands and fingers</li> <li>• Can put objects together and pull them apart</li> <li>• Easily frustrated</li> <li>• Tries to be more independent</li> <li>• Follows simple requests and directions</li> <li>• Acts out simple scenes; e.g. cooking</li> <li>• Watches other children play, but may not join in</li> </ul>	<ul style="list-style-type: none"> <li>• Full of energy; very curious</li> <li>• Has longer attention span</li> <li>• Talks about people and objects that are not present</li> <li>• Talks a lot, asks many questions</li> <li>• Tests physical skills, but with some caution</li> <li>• Expresses feelings in dramatic play</li> <li>• Likes to play with friends</li> <li>• Shares and takes turns sometimes</li> <li>• Shows creativity and imagination</li> <li>• Expresses ideas in many ways: e.g. painting, drawing, play</li> <li>• Interested in writing</li> <li>• Solves problems and makes simple plans</li> </ul>	<ul style="list-style-type: none"> <li>• Becomes able to take care of own personal needs: washing, dressing, eating, getting up, getting ready for school</li> <li>• Eager to go to school</li> <li>• Enjoys being challenged and completing tasks</li> <li>• Is curious about people and how the world works</li> <li>• Shows an increasing interest in numbers, letters, reading and writing</li> <li>• Gains more confidence in physical skills</li> <li>• Uses words to express feelings and manage own behaviour</li> <li>• Likes grown-up activities</li> <li>• Plays well with other children</li> <li>• Has friends</li> </ul>
<b>Developmental alerts: Check with doctor/health sister if child <u>does not</u></b>			
By 24 months	By 36 months	By 60 months	By 8 years of age
<ul style="list-style-type: none"> <li>• Try to talk or repeat words</li> <li>• Respond to simple questions</li> <li>• Walk alone, or with very little help</li> <li>• Show a variety of emotions: anger, fear, happiness, surprise</li> <li>• Recognise self in mirror; smile &amp; point in mirror, say own name</li> <li>• Try to feed self; hold cup to mouth to drink</li> </ul>	<ul style="list-style-type: none"> <li>• Walk confidently with few falls</li> <li>• Avoid bumping into things</li> <li>• Carry out simple, 2-step directions</li> <li>• Point to and name familiar objects</li> <li>• Enjoy stories being read or told</li> <li>• Show interest in playing with other children</li> <li>• Start toilet training</li> <li>• Sort familiar objects (e.g. flowers, shells, seeds) according to one characteristic such as colour or size</li> </ul>	<ul style="list-style-type: none"> <li>• Follow simple directions in the given order: e.g. please go to the cupboard, get the keys and bring them to me</li> <li>• Use 4 or 5 words in a sentence with structure correct for their first language</li> <li>• Play well with other children</li> <li>• Perform most self-help skills independently: washing hands, brushing teeth, toileting</li> <li>• Alternate feet when walking up and down steps</li> <li>• Speak in a moderate voice, not too loud, too soft, too high or too low</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy school and learning</li> <li>• Express ideas clearly</li> <li>• Solve problems and explain steps taken</li> <li>• Have friendships with other children</li> <li>• Participate in group activities</li> <li>• Follow instructions with multiple steps</li> <li>• Have a good appetite and continue to gain weight</li> <li>• Have improved motor skills: ability, balance, speed</li> </ul>

<sup>2</sup> Adapted from: Evans, J. et al. (2000). *Early childhood counts*. Washington: The World Bank; Allen, K. & Marotz, L. (2007). *Developmental profiles*. 5<sup>th</sup> edition. New York: Thomson.

## How children learn

While development begins at conception, learning commences at birth, and continues throughout life. Young children learn best when they are actively involved and interested in what they are doing. They learn about themselves and their environment by touching, exploring, playing, watching, imitating, listening, talking, and by interacting with materials and the people around them. They do this by having real experiences at home, in the community, and in other learning environments. They are active learners who construct their own understanding and knowledge. Children learn best when information and concepts are meaningful, and connected to what they already know and understand. The ways young children learn should determine how teachers and other adults interact with them. Children do not need to be forced to learn; they are motivated by their own desire to make sense of the world.

Young children learn from everything that happens to, and around, them. They do not separate their learning into different subjects and disciplines, but integrate all areas of learning. This is done largely through play. Planning for play is seen as central to developing a curriculum that integrates all fields of learning and development. In a play-based approach teachers create playful ways of guiding children towards desired outcomes. This is more than what has traditionally been called 'free play'. A play-based approach requires purposeful planning for play. Teachers take on new roles – providing time, space and resources for play, observing what happens, interacting and challenging children with new problems to solve, then at the end of the day reflecting on children's learning, and planning additional resources and experiences for future learning.

A further critical role for the teacher is to show parents and administrators what children are learning through play. They can do this by documenting examples of children's play and identifying the many areas of learning and development being integrated into the play. This evidence is displayed in the room, on the noticeboards, in children's portfolios and at other places in the community where people are likely to read and take notice.

It should not be overlooked that many young children in Fiji learn a great deal from watching and listening, and also from direct instruction. There is room for all these approaches in a good early childhood programme. Teachers need to know many teaching strategies and approaches, and make decisions about the best approaches to use to facilitate children's learning and development. At the same time, they must learn to trust children's ability to initiate their own learning through play, and they need to provide learning environments that allow this to happen.

We want children to enjoy their childhoods, feel positive about themselves and others, and become successful lifelong learners. The more we encourage children to take responsibility for themselves, the more likely they are to become independent learners and responsible citizens.

## Children with special needs

All children should be accepted into the Kindergarten programme, and their dignity respected. This includes children who have special developmental or learning needs, as well as those who may be gifted, or different by virtue of gender, ethnicity, economic status, or some other criteria. It is important to focus on children's developmental age, not just on their actual or chronological age. A child's development may be delayed or advanced in one or more areas for a number of reasons. In this case, the teacher needs to identify the developmental level of the child, and provide learning experiences that match that level. The structure of the curriculum supports this. Part B provides a continuum of outcomes for children from 3 to 6 years. It links to Class 1 where teachers can find the next steps in the learning journey for children in need of extension. Likewise, Class 1 teachers can use the Kindergarten curriculum to guide their interactions with children who are not yet ready for Class 1, perhaps because they have not had the opportunity to attend Kindergarten.

Children with disabilities (for example intellectual, visual and hearing impairments) benefit greatly from playing with 'able-bodied' children in early childhood centres. Teachers must be able to support these children and their families, and know how to seek help and advice from other community organisations. If a teacher suspects that a child's development is delayed, s/he should discuss this with the parents, and suggest they seek medical advice. Teachers and parents may also contact the Special Education Unit of the Ministry of Education.

## Guiding Principles

The above values, beliefs and understandings about young children have determined the philosophy underpinning *Na Noda Mataniciva*. From them, a set of principles has been developed. These principles are intended to guide teaching and learning in the Kindergarten. The principles are consistent with those outlined in the NCF (p. 14ff). They identify the priorities for those working with young children:

- **Relationships**

Children's learning and development are enhanced when they have positive relationships with other children and adults, and when teachers have good relationships with families and the community. In early childhood, parents and families are recognised as the first teachers of children. Teachers therefore work in close partnership with families and communities and maintain ongoing communication with them for the benefit of children.

- **Culture and Spiritual Awareness**

To develop a feeling of self-worth, children must appreciate and be confident in their own culture. They must also learn to respect the cultures and beliefs of others. They do this through sharing celebrations and special events, and through everyday interactions and experiences. Adults connect children to their cultures through use of the vernacular,



songs, stories, and learning experiences that involve families, the community and the environment. They support children's spiritual development through accepting and sharing religious practices, and through connecting children to the natural environment.

- **Caring and Respect**

Children must learn to care for and respect other children, adults, and their property; they must also learn to respect and care for the environment and living things. They learn this largely through good role modelling from teachers, parents and others in the community. Teachers encourage good practices and make sure that children care for, enjoy, respect and experience first-hand the beauty of their environments – the beaches, mud flats, sea, islands, sand dunes, rivers, streams, forests, mountains and land.

- **Inclusiveness**

Inclusiveness is about valuing diversity and ensuring that all children enjoy the benefits of the programme, without prejudice. The Kindergarten curriculum and learning experiences should promote respect and opportunities for all children and their families, regardless of gender, ability, ethnicity, religion or economic circumstances. The learning environment must also be flexible and responsive to children's individual needs and ways of learning.

- **Child-Centred Learning**

Children construct their own learning through play and active engagement with materials, adults and other children in supportive and meaningful learning environments. All areas of learning and development - language, physical, social, emotional, intellectual, moral and spiritual - are linked. Therefore, the curriculum should be holistic, and provide for quality, play-based indoor and outdoor learning experiences that integrate all Foundation Areas of Learning and Development. For young children the process of doing things by themselves is far more important than any product or result. There must be time for children to reflect, create, imagine and make decisions for themselves.

# 3

## THE CURRICULUM FRAMEWORK

### Key components of the curriculum

While learning is at the heart of the curriculum, teachers must take many things into consideration when planning a Kindergarten curriculum. Kindergarten teachers in Fiji are encouraged to pay particular attention to the following when planning their programmes:

- **Learning Environments**

Learning occurs both indoors and outdoors. Both environments in the Kindergarten need to be kept clean, safe, attractive and well organised. When planning learning environments, teachers consider the resources to be used, their location and presentation, all in relation to the needs, interests and developmental levels of the children.

- **Relationships**

Relationships are central to effective teaching and learning. When planning, teachers reflect on ways to strengthen their relationships with children, their families and the community. They also consider ways to promote positive interactions and collaborative learning among children.

- **Foundation Areas of Learning and Development (FALD)**

Based on their understanding of the children, teachers identify relevant outcomes in the FALD; they plan learning experiences and provide resources that help children achieve the outcomes.

- **Teaching and Caring Practices**

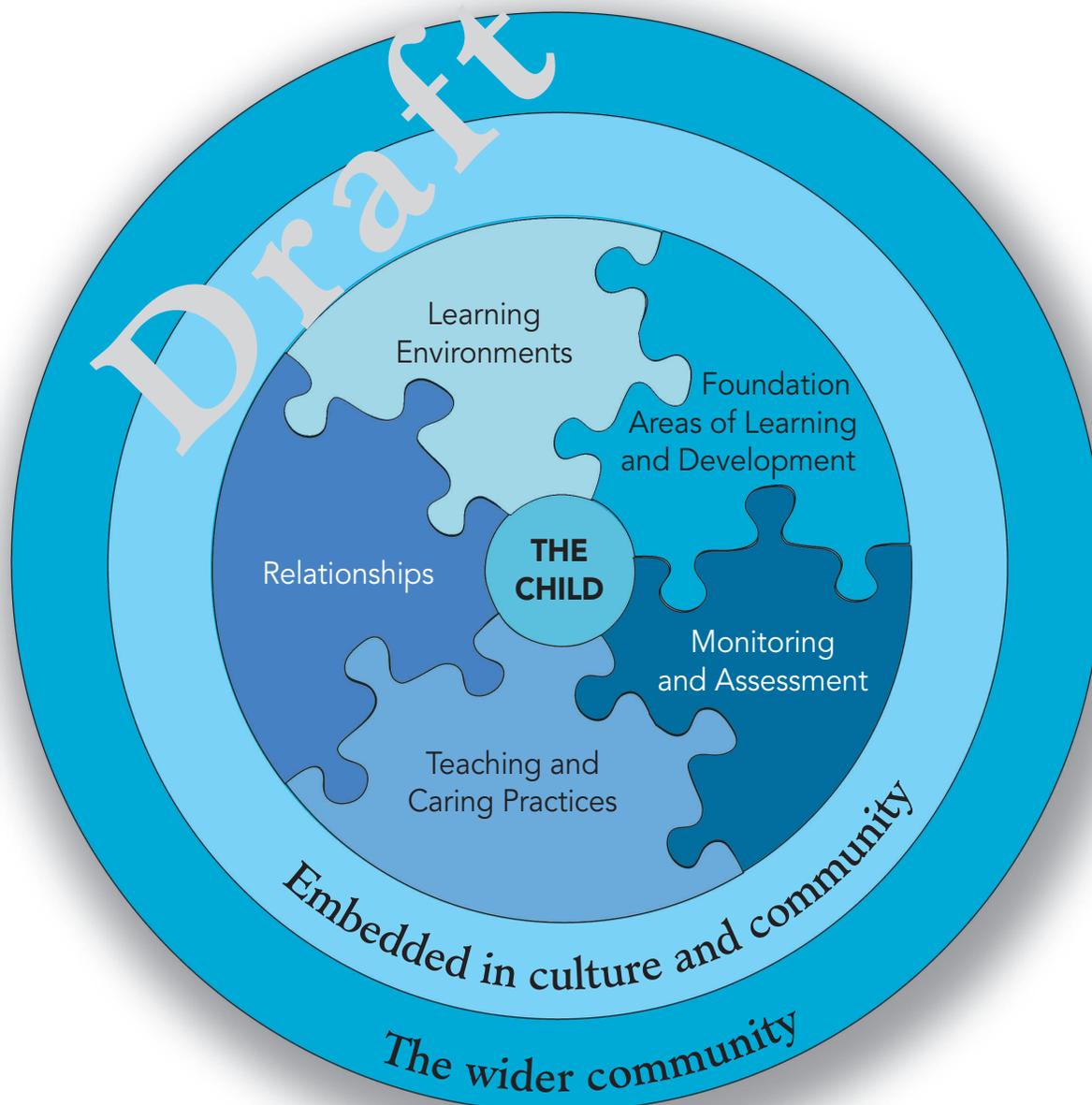
Teachers have a repertoire of teaching strategies and use these to help all children progress towards the outcomes. They allow many opportunities for children to initiate their own learning through play-based activities.

- **Monitoring and Assessment**

Teachers use a variety of observations and other appropriate strategies to monitor and assess each child's development and learning; they reflect on this information and use it to plan ongoing learning experiences.



The curriculum framework shows these 5 key components surrounding the child, who is at the centre of the curriculum. The outer circles show major influences on the curriculum. Firstly, there is the local context – the cultures and community within which the curriculum is implemented. Beyond is the wider community – beliefs, values, policies and other national and international influences. All these factors impact on the curriculum and on teaching and learning.





# PART B

## Content of the curriculum

Draft



# 4

## FOUNDATION AREAS OF LEARNING AND DEVELOPMENT (FALD)

### Organisation of the content

The content of the curriculum is organised into six areas. These are called Foundation Areas of Learning and Development (FALD), and are the areas around which Kindergarten teachers should plan for children's learning and development. The 6 FALD are:

- Physical Development, Health and Well-being
- Learning to Know
- Language, Literacy and Communication
- Living and Learning Together
- Aesthetics, Creativity and the Arts
- Moral and Spiritual Development

Class 1 and 2 teachers will also use the FALD to plan their programmes and monitor children's learning and development. Links will then be made to the Key Learning Areas (KLAs) which are used throughout the school system from Class 3 onwards

### An outcomes approach

The National Curriculum Framework (p.27) outlines 7 major learning outcomes for all children in Fiji, from Kindergarten to Form 7:

- Be empowered learners
- Communicate effectively
- Conduct investigations
- Make decisions
- Select and use information
- Show enterprise
- Understand change, balance and relationships

The outcomes identified for each FALD in the Kindergarten curriculum contribute to the achievement of these outcomes. They describe what children might be expected to know and be able to do by the end of Kindergarten. In this sense, the outcomes identified in the Kindergarten curriculum provide destinations for learning and development in the preschool years; they should give purpose to teaching and planning.

At the same time, it is emphasised that development and learning in these early years are influenced by many factors, including prenatal factors. The outcomes are guidelines only. All children can learn, and their learning and development are optimised when teachers support each child along the learning journey according to their developmental and learning needs. Some possible steps along the way to achieving the outcomes are identified for this purpose. The age of 3 years is given as the starting point because this is the age at which the Ministry of Education (MoE) in Fiji allows children to attend Kindergarten.

## Strands and sub-strands

Each Foundation Area of Learning and Development (FALD) is divided into a number of sections called Strands. For example, in Physical Development, Health and Well-Being there are 2 Strands:

- Physical Growth and Development
- Healthy Living

Each strand is then divided into smaller parts called sub-strands. For example:

<b>FALD: Physical Development, Health and Well-Being</b>	
<b>Strands</b>	<b>Sub-strands</b>
Physical Growth and Development	Gross motor development
	Fine motor development
	Perceptual-motor development
Healthy Living	Nutrition
	Hygiene
	Safe practices

There is a main outcome for each FALD, and an outcome for each strand within the FALD. These are fairly general. More detailed outcomes are in the sub-strands, and these are the ones teachers should try to use for their planning. Teachers select appropriate outcomes for their children and plan with these in mind. Most outcomes contain a great deal of content. Teachers will need to unpack the outcomes and identify the various concepts, skills and attitudes within them; these then become the focus of teachers' planning. For example, one outcome in the sub-strand Gross motor development is: *Throw, catch and kick with increasing accuracy*. To achieve this outcome a child will need to know how to throw, catch and kick. While many will come at this through observing others or through trial and error, others will need to be shown how to throw, catch and kick. All children will need lots of practice in all three skills – throwing, catching and kicking. Like many outcomes at the Kindergarten level, a teacher would probably work towards this outcome over the whole year. S/he would provide regular opportunities for children to play with balls of different sizes, and would informally intervene to support children needing help. In addition, she

would sometimes plan specific learning experiences for children, especially for those needing help in developing these skills, and for those who are proficient and need extending. Teachers across Fiji will use these outcomes, ensuring common goals and standards for all children in Fiji. However, teachers will decide on the learning experiences, the teaching strategies and the resources they will use to help children achieve the outcomes. Only in this way can the curriculum become relevant in the many diverse contexts of Fiji.

## Summary of outcomes

FALD	FALD OUTCOME	STRAND	STRAND OUTCOME	SUB-STRANDS
<b>PHYSICAL DEVELOPMENT, HEALTH AND WELL-BEING</b>	Children of all abilities develop and refine their physical skills; they begin to use practices that lead to active and healthy lifestyles	<b>Physical Growth and Development</b>	Children participate enthusiastically in physical activities; they develop strength, control, balance, coordination and body awareness	<b>Gross motor development</b>
				<b>Fine motor development</b>
				<b>Perceptual-motor development</b>
		<b>Healthy Living</b>	Children become independent in carrying out personal routines and begin to use practices that keep them healthy and safe	<b>Nutrition</b> <b>Hygiene</b> <b>Safe practices</b>
<b>LEARNING TO KNOW</b>	Children use skills such as observing, exploring, communicating, questioning, problem solving, investigating and logical thinking to enhance their learning and understanding	<b>Inquiry and Investigation</b>	Children observe, explore and investigate the environment and increase their understanding of it	<b>Observation</b>
				<b>Exploration and investigation</b>
		<b>Representing and Symbolic Thinking</b>	Children begin to use symbols and represent their thinking in many different ways	<b>Using symbols</b> <b>Representations</b>
		<b>Early Mathematics</b>	Children become aware of Mathematical concepts and begin to use the language of Mathematics	<b>Number</b> <b>Measurement</b> <b>Shape and space</b> <b>Patterns</b> <b>Chance and data</b>

FALD	FALD OUTCOME	STRAND	STRAND OUTCOME	SUB-STRANDS
<b>LANGUAGE, LITERACY AND COMMUNICATION</b>	Children become effective communicators in their first language and develop the foundations for literacy	<b>Listening and Communicating</b>	Children listen, understand and respond to non-verbal and verbal communication	<b>Listening and responding</b>
				<b>Speaking and communicating</b>
		<b>Reading and Writing</b>	Children recognise that print conveys meaning, and begin to use writing materials with purpose	<b>Becoming a reader</b>
				<b>Becoming a writer</b>
<b>LIVING AND LEARNING TOGETHER</b>	Children act in ways that positively contribute to their own and others' social and emotional well-being and learning	<b>Myself and Others</b>	Children think positively about themselves and are able to build positive relationships with other children and adults	<b>Sense of self</b>
				<b>Relationships</b>
		<b>Diversity</b>	Children develop understanding of their own culture, become aware of other cultures, and begin to accept those who are different	<b>Culture</b>
				<b>Respect for diversity</b>
		<b>Emotions and Behaviour</b>	Children begin to identify and name their emotions, and to behave in ways that are socially and culturally acceptable	<b>Emotional development</b>
				<b>Behaviour</b>
<b>AESTHETICS, CREATIVITY AND THE ARTS</b>	Children develop skills of observation and expression, while at the same time growing in ability to describe, interpret, appreciate, enjoy, create and reflect	<b>Music, Movement and Drama</b>	Children learn to use their voices; they listen to and enjoy music, and express themselves through music, movement and dance	<b>Music</b>
				<b>Movement and dance</b>
				<b>Drama</b>
		<b>Art and Craft</b>	Children explore and use a variety of art media, and learn basic skills in the traditional crafts of Fiji	<b>Art</b>
				<b>Craft</b>
		<b>Aesthetics</b>	Children begin to enjoy and appreciate beauty in art, music and the world around them	<b>Aesthetics</b>

FALD	FALD OUTCOME	STRAND	STRAND OUTCOMES	SUB-STRANDS
<b>SPIRITUAL AND MORAL DEVELOPMENT</b>	Children wonder about the world around them, they become aware of different beliefs and practices, and behave responsibly towards other people and the environment	<b>Spiritual Awareness</b>	Children experience a sense of wonder and become aware of different beliefs and practices	<b>Sense of wonder</b>
				<b>Spiritual beliefs</b>
		<b>Moral Development</b>	Children develop a sense of right and wrong and become increasingly responsible for their actions	<b>Sense of right and wrong</b>

Draft

# PHYSICAL DEVELOPMENT, HEALTH AND WELL-BEING

## OVERVIEW

A nation's destiny lies with the health, education and well-being of its children. Children have a right to the highest attainable standard of health, and the right of access to health care services. While governments and adults have the responsibility for providing these services, children also need many opportunities to develop the knowledge, skills and attitudes to become physically fit and lead healthy lifestyles. Health, safety and nutrition, as well as physical development, are therefore included in this FALD.

Physical development includes gross motor skills, fine motor skills and perceptual-motor skills. Gross motor development involves moving the whole body and using the large muscles. Fine motor development refers to using the small muscles as in the hands and feet. As children's fine motor skills develop, their ability to coordinate their hands and eyes also increases. This is important for the development of writing and reading. Perceptual-motor development is part of physical development. It includes development of the senses (hearing, sight etc.) and body awareness. Young children continue to develop and refine these physical skills throughout the early years, and need many opportunities to practise and extend their skills, regardless of their ability.

Health and well-being refer to the healthy state of the body, mind and soul throughout life. Good nutrition is essential for proper growth and development during the early years, and all stakeholders - families, community service providers and teachers - need to encourage good eating habits and physical exercise to ensure healthy growth, development and general well-being. Healthy children are strong, energetic, alert, enthusiastic and active. They have a positive image of themselves and are emotionally secure, strong in the knowledge that they are loved and able to do things for themselves.

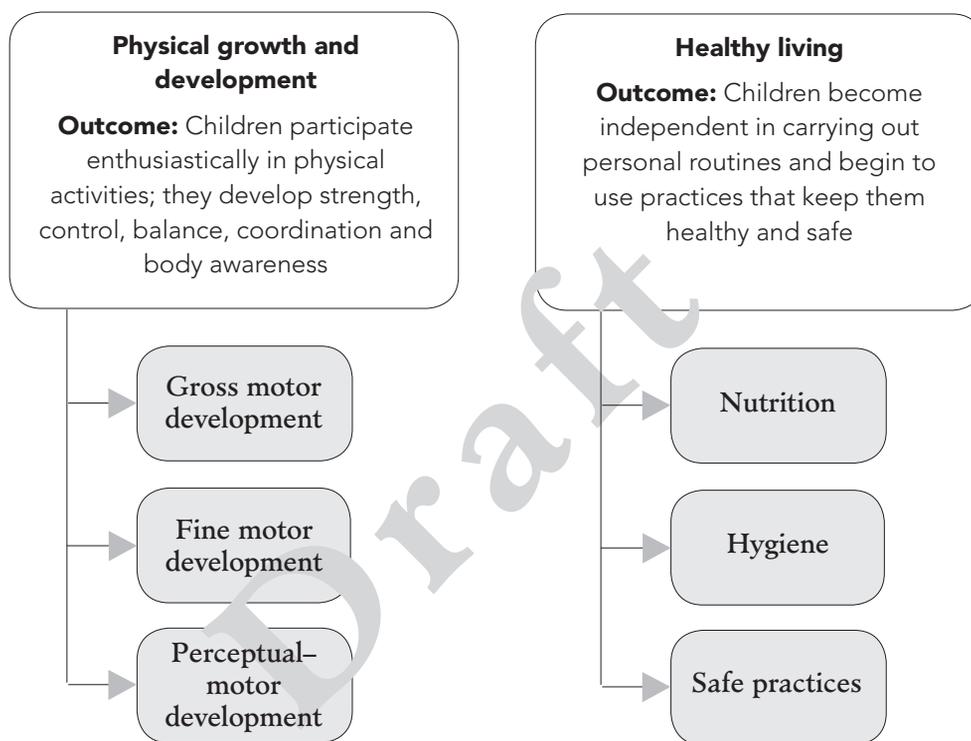
## MAIN OUTCOME

Children of all abilities develop and refine their physical skills; they begin to use practices that lead to active and healthy lifestyles.



## STRANDS AND SUB-STRANDS

This Foundation Area of Learning and Development is divided into two strands; each strand has three sub-strands:



**Reminder:** The following outcomes are guidelines only. Children are all different and develop and learn at their own rate.

## Physical Growth and Development

- **Gross motor development**
- Fine motor development
- Perceptual-motor development



### By the end of Kindergarten you might expect children to...

- Perform many gross motor tasks with ease; e.g. running, jumping, hopping on the spot, climbing, swinging, hanging, balancing
- Throw, catch and kick with increasing accuracy
- Try new physical challenges, with support; e.g. galloping, somersaults, cartwheels
- Demonstrate increasing ability to coordinate and control movements; e.g. running and changing direction, throwing/catching while running
- Play organised games; e.g. dog and bone, sack race, although not always following rules

### They might then...

- Walk forwards and backwards easily
- Hop on one foot on the spot or moving a short distance
- Jump over low obstacles
- Kick ball with some accuracy
- Run with greater control; e.g. stop and change direction without falling over
- Throw with one hand using an overhand or underhand movement

### By about 3 years of age, children might...

- Walk up and down stairs with alternating feet
- Run and stop without falling over
- Jump on the spot
- Balance a short time on one foot
- Roll, throw and catch a large ball with two hands



## Physical Growth and Development

- Gross motor development
- **Fine motor development**
- Perceptual-motor development



### By the end of Kindergarten you might expect children to...

- Have control over crayons, pencils and paint brushes and be able to use finer pencils, brushes and other tools (e.g. stapler) with reasonable success
- Use either the left or right hand for most activities

### They might then...

- Use their first two fingers and thumb (tripod grasp) to hold crayons, pencils and brushes
- Begin to show a preference for either the left or right hand
- Cut and paste reasonably well; e.g. cut a straight line, holding scissors correctly
- Use their fingers and hands with greater control, coordination and strength; e.g. threading flowers, leaves or smaller beads; stirring with a spoon, tearing paper, using rolling pins and plastic knives with dough and clay



### By about 3 years of age, children might...

- Use their whole hand or fist to hold jumbo crayons, thick pencils or brushes when drawing and painting
- Begin to use scissors, but with difficulty
- Use their fingers to thread large objects, roll and pound dough, turn pages of a book, manipulate simple puzzles and blocks

## Physical Growth and Development

- Gross motor development
- Fine motor development
- **Perceptual-motor development**



### By the end of Kindergarten you might expect children to...

- Demonstrate increasing interest in and knowledge of the human body and what it can do
- Be creative in exploring how their bodies can move
- Move and dance using their own space without bumping into others
- Use and respond to an increasing number of space words; e.g. over, below, between, above, beside
- Identify and try to copy common sounds in the environment; e.g. vehicles, birds & other animals
- Complete puzzles with at least 10 pieces
- Use their senses in an increasingly complex way to explore and investigate the environment

### They might then...

- Identify and name body parts and their purpose
- Move to a steady rhythm or beat
- Explore different ways to move their bodies during music, movement and other activities
- Repeat simple clapping patterns (e.g. 3 slow claps, 3 fast claps)
- Imitate body movements modelled by someone
- Move body in relation to basic spatial directions; e.g. crawl under the table, stand on the chair
- Complete more complex puzzles (5–10 pieces)
- Sort, match and describe objects according to texture, colour, shape and size

### By about 3 years of age, children might...

- Name and locate body parts
- Participate in basic rhythmic movements and musical activities
- Participate in sensory activities (e.g. play dough, finger paint, feely bags)
- Complete simple jigsaw puzzles (up to 5 pieces)
- Use their senses to identify objects that are the same or different



## Healthy Living

- **Nutrition**
- Hygiene
- Safe practices



### By the end of Kindergarten you might expect children to...

- Identify healthy and unhealthy foods with reasonable accuracy
- Join in planning and preparing healthy snacks and meals
- Talk positively about food eaten by different cultures in Fiji, and try new foods
- Talk about the relationship between food, health and growth

### They might then...

- Begin to understand that food and water are necessary for growth and health, and talk about the effect of eating and drinking too much or too little
- Be aware of healthy and junk foods
- Group food, fruits and vegetables by colours and types
- Identify where basic foods comes from; e.g. milk, meat, fruit
- Participate in cooking and food preparation

### By about 3 years of age, children might...

- Sort, classify and name fruit and vegetables common in Fiji
- Show food preferences
- Show interest in helping with food preparation e.g. cooking, washing vegetables & dishes
- Be aware of the need to drink water frequently



## Healthy Living

- Nutrition
- **Hygiene**
- Safe practices



### By the end of Kindergarten you might expect children to...

- Take responsibility for their personal needs – dressing, eating, toileting, brushing teeth, combing hair, washing hands; may still need some help; e.g. bathing, blowing nose
- Follow important health care practices without always being reminded; e.g. washing hands after toilet and before eating
- Be aware of the relationship between personal and environmental hygiene and disease; e.g. how and where mosquitoes breed
- Take part in keeping their environment clean, healthy and safe

### They might then...

- Want to take care of their own toilet and personal needs such as washing hands, bathing, brushing teeth; most can but still need some supervision
- Dress themselves with minimal help
- Pack away play materials and put them in proper places
- Follow rules for keeping the environment clean and healthy; e.g. putting rubbish in the bin



### By about 3 years of age, children might...

- Wash and dry hands, brush teeth and use handkerchief with help
- Help dress themselves
- Have good bladder control and be able to use the toilet with some assistance
- Help put away clothes, toys etc.

## Healthy Living

- Nutrition
- Hygiene
- **Safe practices**



### By the end of Kindergarten you might expect children to...

- Begin to take responsibility for keeping themselves and others safe; e.g. staying away from cooking areas and incinerators, not playing with matchsticks and kerosene, switching lights and lanterns on and off safely
- Know what to do in an emergency; e.g. how to make an emergency phone call, and be able to identify people to contact if they are in danger
- Explain in simple words why we should care for others and the environment
- Have the skills and confidence to report bad touches and uncomfortable situations
- Take risks that do not threaten their safety and well-being, or that of others

### They might then...

- Learn about the dangers of their local environment; e.g. water, fire, and, under the supervision of adults, follow basic rules on how to keep themselves safe
- Talk about what to do if in danger and identify some key people to turn to; e.g. if approached by a stranger
- Be able to give their full name and phone number/address if they get lost or need help
- Talk about good and bad touches and identify situations that make them feel comfortable and uncomfortable



### By about 3 years of age, children might...

- Follow safety instructions given by adults; e.g. holding hands and looking both ways when crossing the road, staying away from hot surfaces
- Talk about their bodies and become aware that not everyone should touch them

# LEARNING TO KNOW

## OVERVIEW

The FALD *Learning to Know* has a focus on developing skills, knowledge and attitudes that support children's enjoyment of learning and help them to become independent and successful learners. These skills include observing, exploring, thinking, problem solving, communicating, and using symbols. In the early years children need many opportunities to see and touch objects, to hear language, to move about and explore the environment. Early experiences and stimulation at home and in community environments provide the basis for this early learning. These experiences help children understand the world around them and develop concepts about the people and objects in it. They form the basis for future higher order levels of thinking required in all areas of living and learning.

These skills also form the foundation of Mathematical and Science learning. Children already have considerable science and mathematical knowledge when they come to Kindergarten. This includes knowledge about cultural ways of counting, measuring and recording, and knowledge about the local environment. This knowledge comes from their daily interactions, observations and investigations, and will continue to develop and be refined through play-based learning in the Kindergarten. As children interact and grow in their ability to communicate, major changes in their thinking occur. Social interaction and language should therefore be central to all early childhood programmes.

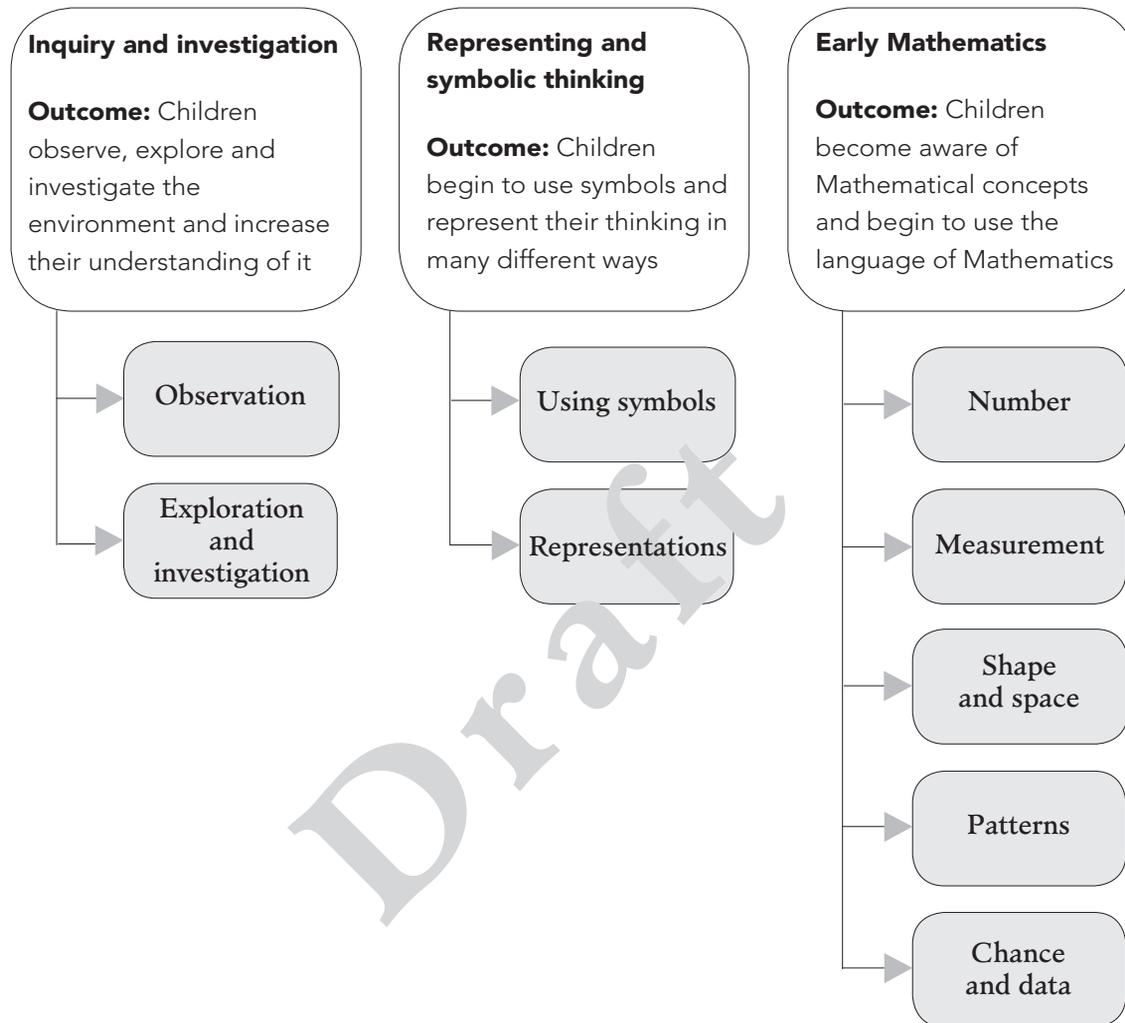
## MAIN OUTCOME

Children use skills such as observing, exploring, communicating, questioning, problem solving, investigating and logical thinking to enhance their learning and understanding.



## STRANDS AND SUB-STRANDS

This Foundation Area of Learning and Development is divided into three strands; each strand has a number of sub-strands



**Reminder:** The following outcomes are guidelines only. Children are all different and develop and learn at their own rate.

## Inquiry and Investigation

- **Observation**
- Exploration and investigation



### By the end of Kindergarten you might expect children to...

- Pay careful attention to the environment and describe what they have observed; e.g. the feathers on a bird, patterns on a shell, clouds, sounds, different habitats of animals
- Recognise the needs of plants and animals and respond to these, with assistance
- Give their own explanations and ideas about why things are as they are; e.g. Why can you see the moon in the daytime? Why do leaves turn yellow?
- Include more detail in their drawings, paintings and other representations
- Express feelings and ideas about objects through painting, drawing etc.

### They might then...

- Notice more details in objects and ask 'what' and 'why' questions
- Nurture plants with assistance
- Talk about things in the environment – how they look, sound, feel etc.; use more descriptive language when describing them
- Represent objects they have observed in the environment
- Ask how things work

### By about 3 years of age, children might...

- Show curiosity about living and non-living things in their environment
- Pick up objects of interest and bring them to show the teacher
- Use simple vocabulary to describe objects
- Comment on the weather and changes in the weather - dry, wet, windy, hot and cold weather



## Inquiry and Investigation

- Observation
- **Exploration and investigation**



### By the end of Kindergarten you might expect children to...

- Have the confidence and motivation to explore topics of interest to them and use books, peers and other sources of information to find answers
- Make decisions and solve simple problems that they encounter during their explorations
- Enjoy collecting objects; sort and classify these
- Select and use simple scientific tools to increase their learning; e.g. magnifying glass, traditional or local tools
- Communicate and share their findings with others in a variety of ways
- Have some basic knowledge about the local environment, both living and non-living
- Know some traditional stories, myths and legends from the various cultures of Fiji about the natural environment

### They might then...

- Explore the properties of sand, water and wind; e.g. adding water to sand, running in the wind
- Investigate living and non-living things and talk about their findings; e.g. habitats of different creatures. Follow prompts by adults to find out more (e.g. I wonder where those ants are going?)
- Collect and sort objects of interest
- Make decisions and solve simple problems as they explore and play
- Understand the purpose of tools such as a magnifying glass and use these in their play
- Listen to short age-appropriate traditional stories about the natural environment; ask questions

### By about 3 years of age, children might...

- Play with natural materials such as sand and water
- Use their senses to explore objects
- Collect things of interest to them
- Use trial and error to find out about things
- Listen to short age-appropriate traditional stories about the natural environment



## Representing and Symbolic Thinking

- Using symbols
- Representations



### By the end of Kindergarten you might expect children to...

- Act out more varied and complex pretend roles, using less realistic objects and gestures as symbols; e.g. Hold hand to ear and pretend to dial phone; build sand-castle and put shell on top for a satellite dish
- Understand that symbols have meaning and that they can use symbols such as writing, drawing, sign language to express ideas
- Recognise the symbols of language, mathematics, as well as cultural and environmental symbols, and use these in their play, drawings and other activities; e.g. making up signs for block play

### They might then...

- Use real and pretend objects and actions in their play; e.g. go pretend shopping then use coconut shells or fish tins for cooking pretend dinner
- Become aware of written symbol systems such as letters and numbers and use these in their play

### By about 3 years of age, children might...

- Imitate what other people do, and pretend to be someone else; e.g. pouring tea, putting the baby to bed
- Use non-verbal communication and sign language



## Representing and Symbolic Thinking

- Using symbols
- **Representations**



### By the end of Kindergarten you might expect children to...

- Represent their thinking in many ways using a greater variety of media and materials; e.g. verbal and sign language, drawing, painting, block play, music
- Draw simple plans and maps with help; e.g. a plan for block construction, a map of their journey to Kindergarten
- Be interested in adding words and other symbols to their constructions and other representations so that they can share their ideas with others

### They might then...

- Use a greater variety of media and materials to represent their ideas
- Talk more about their drawings, constructions etc..
- Ask for written words to go on their drawings, constructions etc.

### By about 3 years of age, children might...

- Label scribbles as people or familiar objects
- Build with blocks to make simple structures
- Begin to use descriptive language to label their paintings, drawings and constructions



## Early Mathematical Understanding

- **Number**
- Measurement
- Shape and space
- Patterns
- Chance and data



### By the end of Kindergarten you might expect children to...

- Use some traditional or cultural ways of counting
- Sort objects into groups according to more than one attribute (e.g. big green bananas and little yellow bananas); say how they are the same
- Have a sense of number; e.g. count small numbers with awareness of one-to-one correspondence, put groups of up to 5 objects in order
- Identify and name numerals up to 5; match these to groups of 1-5 objects
- Use the language of comparison; e.g. may say which group has more or less objects
- Use low ordinal numbers with accuracy (e.g. 1st, 2nd, 3rd)
- Describe a sequence of events (e.g. Tell the steps they took to complete a simple activity)

### They might then...

- Show some understanding of traditional ways of counting e.g. bundle of firewood – I vesubuka, bundle of coconuts - qali niu, vesu ota, kau vudi, kasi mana etc., ek ghat-bundle of beans, firewood, kurdha- heap of kumala etc
- Engage in meaningful counting activities in the context of their daily lives; e.g. counting number of children in a group
- Sort objects into groups using one attribute (e.g. colour, size) and explain why they are the same
- Recognise numerals as different from letters
- Respond with a number when asked a 'how many' question

### By about 3 years of age, children might...

- Be aware of traditional ways of counting as used by their families
- Use some number words in their talk; e.g. I'm 3 years old
- Begin to sort objects according to one attribute; e.g. colour, shape
- Join in number songs and games
- Rote count numbers <10 not necessarily in correct sequence



## Early Mathematical Understanding

- Number
- **Measurement**
- Shape and space
- Patterns
- Chance and data



### By the end of Kindergarten you might expect children to...

- Use some traditional ways of measuring and related language in their play
- Look for, try out and correctly select objects according to size; e.g. matching lids and containers; blocks the same size
- Ask questions and make comments about quantity, time, money, distance; e.g. How far? How much? How long?
- Begin to use comparative words; e.g. bigger than, heavier than
- Use non standard measurements when asked a question; e.g. How many steps to the door?
- Use some measuring tools such as scales, although not accurately
- Begin to recognise the value of coins and notes
- Show an interest in clocks and watches

### They might then...

- Use some traditional ways of measuring in their play
- Use measurement language in their play and talk; e.g. home time, longer, heavier, short rest,
- Join in talks on the weather
- Pretend play with money and use money language
- Talk more accurately about times of the day; begin to understand time words such as before, after, next

### By about 3 years of age, children might...

- Use basic measurement words e.g. a long way, I've got lots,
- Compare objects by size, weight etc..
- Show interest in money
- Pour and fill with water and sand
- Talk about times of the day – lunch time, time to go home etc..



## Early Mathematical Understanding

- Number
- Measurement
- **Shape and space**
- Patterns
- Chance and data



### By the end of Kindergarten you might expect children to...

- Use spatial language in their play and other activities (under, behind, on top of etc..)
- Talk about themselves and objects in relation to their position (e.g. I'm next to Mere, he's hiding behind the door)
- Compare and sort objects according to shape
- Recognise and name basic shapes (e.g. circle, square, triangle)
- Create more complex patterns by putting shapes together (e.g. puzzles, blocks, collage)

### They might then...

- Find their own space in a room
- Follow directions related to position; e.g. under, behind, in front, beside
- Sort objects in the environment according to shape (e.g. leaves, flowers, shells)
- Fit shapes together (e.g. puzzles, blocks)
- Use lines and round shapes when drawing or painting.



### By about 3 years of age, children might...

- Join in activities where they have to move in space; e.g. crawling under, over, through objects
- Use their bodies in space; e.g. swinging, balancing
- Participate in simple rhythm activities
- With support, find shapes in the environment
- Complete simple puzzles

## Early Mathematical Understanding

- Number
- Measurement
- Shape and space
- **Patterns**
- Chance and data



### By the end of Kindergarten you might expect children to...

- Identify patterns in the environment
- Sort objects according to their patterns, and describe the patterns
- Recognise and try to copy traditional patterns; e.g. patterns in mats, tapa, pottery and baskets
- Copy and extend simple patterns they see and hear; e.g. clapping patterns
- Create patterns; e.g. by drawing, threading, singing, clapping

### They might then...

- Match patterns and tell how they are the same
- Find and comment on patterns around them; e.g. in clothing, mats, food, tapa, baskets
- Repeat simple sound patterns; e.g. clapping
- Create patterns in painting and other art work (e.g. collage)
- Talk about patterns they see, hear and make



### By about 3 years of age, children might...

- Identify patterns that are the same or different
- With support, find simple patterns in the environment
- Create simple patterns in their painting and drawing by repeating lines and shapes

## Early Mathematical Understanding

- Number
- Measurement
- Shape and space
- Patterns
- **Chance and data**



### By the end of Kindergarten you might expect children to...

- Use a vocabulary of chance words in their first language; e.g. maybe, possibly, perhaps
- Join in group activities for recording simple pictorial graphs; e.g. colours of children's clothing
- Ask questions about simple graphs
- Use a mark or picture to record information; e.g. their attendance, or the activities they have completed during the session
- Suggest what might happen next in a story
- Guess and check; e.g. how many potatoes in the bag

### They might then...

- Be prepared to guess or 'have a go'
- Talk about personally significant possibilities; e.g. we might go fishing
- Use basic prediction words in the vernacular; e.g. 'I think it might rain in the afternoon'
- Join in group activities for gathering simple data; e.g. Stand up all children wearing red
- Join in activities for recording information; e.g. weather chart

### By about 3 years of age, children might...

- Make simple choices; e.g. make a choice when presented with two options
- Make simple predictions; e.g. predict what the weather might be like tomorrow
- Interpret information in their environment; e.g. look at leaves on the ground and identify which tree they came from



# LANGUAGE, LITERACY AND COMMUNICATION

## OVERVIEW

Language is the means by which individuals share ideas, and express emotions, thoughts and needs. It is through language that we come to know ourselves and each other and learn to participate in and contribute to our culturally diverse communities. Language is learned, and is used to understand and represent our life experiences as we interact and build relationships with family and members of our community.

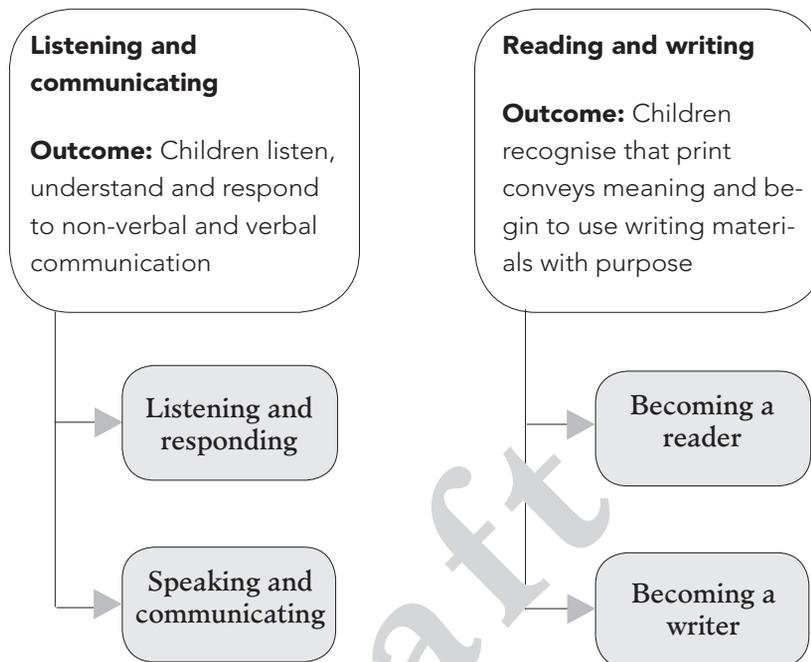
Literacy has its roots in language and in the ability to communicate. It involves understanding and using the symbol systems of a culture - not just the alphabet and number systems, but also environmental and cultural signs and symbols. Literacy learning begins at birth and continues throughout life. Babies' and young children's many ways of communicating (words, gestures, drawings, movement etcetera) are pathways to becoming literate adults, and should be valued and supported both at home and school. These pathways into literacy can be very diverse, depending on the social and cultural practices children experience in their families and communities. Some children are exposed to a lot of print from an early age, others grow up in more oral cultures where listening and talking are priorities. Many children in Fiji are also exposed to multiple languages, dialects and symbol systems. Teaching and learning in a child's first language are encouraged in the Kindergartens of Fiji as developing the child's first language is an important foundation for developing other languages and literacy, and for supporting multicultural communication. Literacy is best supported when adults read or tell stories to children, sing songs, play games, encourage good listening practices, converse with children, help them recognise signs and symbols in the environment, and when children play with letters, dictate stories about their drawings and paintings, and have many opportunities to express themselves. Teachers who provide these types of experiences will be building strong foundations for all areas of language, literacy and communication.

## MAIN OUTCOME

Children become effective communicators in their first language and develop the foundations for literacy

## STRANDS AND SUB-STRANDS

This Foundation Area of Learning and Development is divided into two strands; each strand has two sub-strands:



**Reminder:** The following outcomes are guidelines only. Children are all different and develop and learn at their own rate.

## Listening and Communicating

- **Listening and responding**
- Speaking and communicating



### By the end of Kindergarten you might expect children to...

- Play with sounds and words; e.g. recognise rhyming words, make up nonsense words that rhyme
- Identify words that start with the same sound
- Be aware of syllables in words; e.g. be able to clap the syllables they hear in their own name
- Be aware that there is a relationship between sounds and letters
- Respond to a wide range of age-appropriate stories by asking and answering questions, making comments and predictions
- Sit and listen attentively for at least 10 minutes
- Use culturally appropriate listening behaviours
- Follow instructions with more than two steps that become increasingly complex

### They might then...

- Identify sounds that are the same
- Play with sounds, words and rhymes
- Repeat nursery rhymes, chants, action songs; e.g. O-o-bauwa (Fijian), Chanda mamma (Hindi)
- Begin to use some sound words; e.g. loud, soft
- Listen for longer periods of time; make comments and ask questions when others are telling or reading stories
- Listen to and follow simple instructions with 2 steps

### By about 3 years of age, children might...

- Pay attention to and identify sounds in the environment; e.g. birds singing, water splashing, leaves rustling
- Recite simple nursery rhymes and join in simple action songs, chants and mekes
- Listen for a few minutes when someone is talking or telling a story
- Listen to and follow one simple instruction



## Listening and Communicating

- Listening and responding
- **Speaking and communicating**



### By the end of Kindergarten you might expect children to...

- Speak clearly in the first language or dialect and generally be understood by speakers of that language/dialect
- Use their first language or dialect in a more extensive way – increased vocabulary, more complex sentence structure, local expressions
- Join in conversations and take turns
- Ask and answer questions, and extend what someone else has said
- Ask and answer When? Who? Where? What? Why? questions
- Retell a story
- Use culturally appropriate ways of speaking and communicating
- Use many ways to communicate ideas and express emotions

### They might then...

- Become more proficient in using the non-verbal communication of their culture
- Use the sounds and sentence structure of their language with increasing accuracy
- Tell and retell stories, linking main ideas
- Ask lots of questions
- Talk to themselves while playing or doing something; e.g. painting

### By about 3 years of age, children might...

- Use the basic gestures and sign language of their culture
- Use sentences of at least 3 words in their first language or dialect to express their ideas and needs
- Ask questions
- Join in songs and rhymes with adults and/or other children
- Express themselves through drawing, singing and moving



## Reading and Writing

- **Becoming a reader**
- Becoming a writer



### By the end of Kindergarten you might expect children to...

- Participate in stories, asking and answering questions, volunteering comments, predicting what comes next
- Tell, retell and act out stories, giving sequence to the story
- Use books for enjoyment and information
- Recognise common print labels and signs in the environment
- Begin to 'read' other signs in the environment that are important for the maintenance of their culture (e.g. changes in weather, animal movement)
- Be interested in letters, sounds and words; some children may make some letter-sound matches
- Recognise and name at least some letters in their names and in the environment
- Dictate stories for adults to write down; and join in reading these

### They might then...

- Participate more in stories through comments and questions
- Use illustrations to guess what the text says
- Distinguish between pictures and written words
- Show they understand that print carries a message by pointing to words and signs in the environment and asking what they say
- Recognise their own names in print
- Show interest in having their stories written down; e.g. stories about their drawings and paintings

### By about 3 years of age, children might...

- Enjoy books and stories and ask adults to tell or read stories
- Recognise basic features of a book such as front, back, top, bottom, and be able to turn the pages
- Answer simple questions about a story
- Talk about their drawings and paintings when asked



## Reading and Writing

- Becoming a reader
- **Becoming a writer**



### By the end of Kindergarten you might expect children to...

- Use play writing for different purposes (e.g. shopping lists, recipes, signs)
- Write some recognisable letters although these may not yet be formed correctly (letters may still be reversed)
- Dictate stories for an adult to write down; attempt to copy some of the writing
- Some children may correctly use some letters to represent sounds; may attempt some invented spelling of familiar words
- Some children may try to write their own stories; may ask for help; e.g. how do you write 'mummy'?
- Write their first name

### They might then...

- Pretend to write, using scribble writing; some letter-like symbols may be included
- Write some letters in their names, especially the first letter (these may be reversed)
- Become aware that writing and drawing are different
- Point to print on a page and ask what it says

### By about 3 years of age, children might...

- Communicate their ideas and thinking mostly through drawing, painting and other media
- Observe adults and older brother and sisters writing (e.g. doing homework) and want to copy or join in
- Pretend to write, but not generally using letter-like marks



# LIVING AND LEARNING TOGETHER

## OVERVIEW

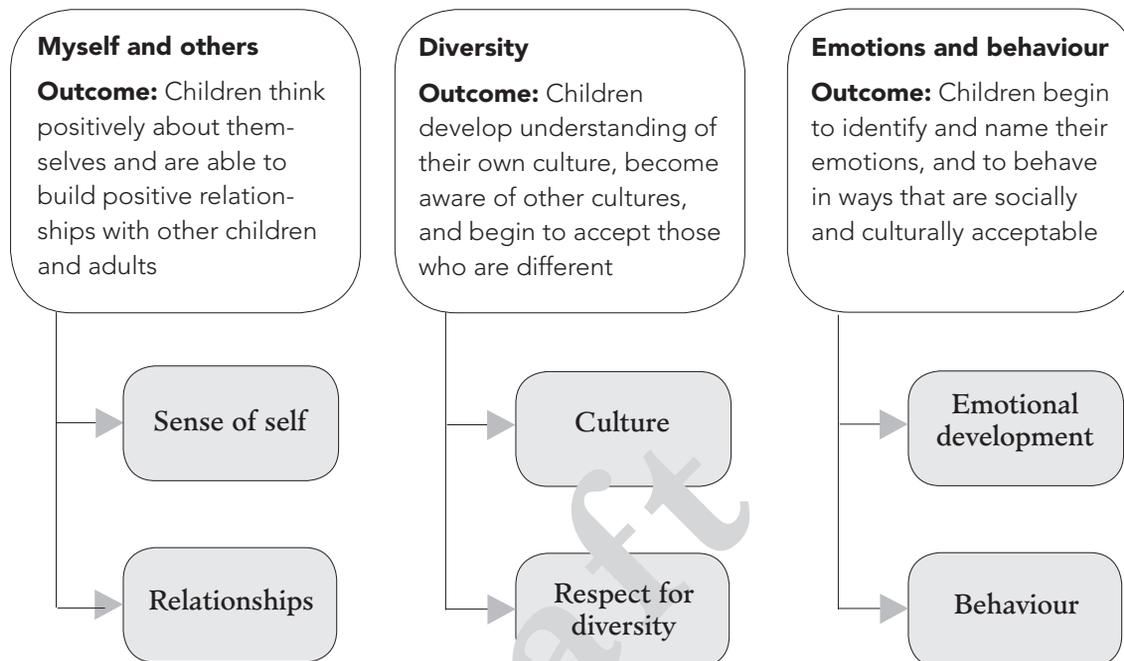
Children learn who they are and what life is about from the people around them. For most children in Fiji this is the family, which is the most important influence on children's view of themselves and others. Working closely with families is therefore a critical role for the early childhood teacher. In this curriculum area we focus on children's developing sense of self, building trusting relationships with others, and developing understanding of themselves and the wider community. Learning experiences in the social and emotional area encourage children to become independent and collaborative learners and responsible citizens. Children develop pride in, and understanding of their cultures, and develop positive attitudes and respect for people of other cultures. Within a safe and inclusive environment, children develop the confidence and ability to identify and express their emotions. They learn the limits and boundaries of acceptable behaviour, and become able to tolerate change and adapt to an ever-widening world.

## MAIN OUTCOME

Children act in ways that positively contribute to their own and others' social and emotional well-being and learning

## STRANDS AND SUB-STRANDS

This Foundation Area of Learning and Development is divided into three strands; each strand has two sub-strands:



**Reminder:** The following outcomes are guidelines only. Children are all different and develop and learn at their own rate.

## Myself and Others

- **Sense of self**
- Relationships



### By the end of Kindergarten you might expect children to...

- Separate easily from their families when they go to Kindergarten and adjust to small changes in routines and their environment
- Talk positively and confidently about themselves and their abilities; may talk about things they like and their feelings
- Accept and persevere with challenges and be prepared to 'have a go'
- Make simple choices and plans, and follow through their decisions with increasing independence

### They might then...

- Generally separate easily from family, but may sometimes cry or be anxious
- Share information about themselves and their families; e.g. My grandmother lives in the village
- Move independently from one activity to another, and persevere for longer with tasks and activities

### By about 3 years of age, children might...

- Cry on arrival, but settle down when comforted by teachers
- Talk about themselves and their families, using names
- Stay with an activity for a short time, and move to other activities independently or with guidance
- Identify themselves as a boy or girl



## Myself and Others

- Sense of self
- **Relationships**



### By the end of Kindergarten you might expect children to...

- Play cooperatively with other children most of the time; become more able to solve their own problems as they arise during play
- Participate actively in small and large group activities for longer periods of time
- Help other children; e.g. a child who is upset or who needs help
- Initiate interactions and participate in conversations with the teacher

### They might then...

- Identify one of two friends by name
- Play happily with special friends and may seek other children to play with
- Join in group activities for longer periods of time
- Share and take turns when encouraged by the teacher
- Talk to the teacher - ask for help when needed; answer questions

### By about 3 years of age, children might...

- Observe others playing, play alone or alongside peers
- Talk to other children and the teacher
- Join in group activities for a short time
- Share and take turns when encouraged by the teacher.



## Diversity

- **Culture**
- Respect for diversity



### By the end of Kindergarten you might expect children to...

- Have a positive attitude towards their culture and language, and be able to share aspects of their culture with others
- Begin to use some social and cultural practices without being told (e.g. showing respect for elders)
- Join in simple rhymes and songs using the other languages of Fiji
- Participate actively in games, stories and learning experiences about their own and other cultures
- Be familiar with stories and celebrations valued by their culture and other cultures in their community

### They might then...

- Talk and sing songs in their first language
- Identify and name members of their immediate family, and their relationship to them
- Follow social and cultural practices, with guidance; e.g. greetings
- Participate in activities and celebrations related to their culture and that of other children in the group; e.g. art, stories, games

### By about 3 years of age, children might...

- Use their first language or dialect to communicate
- Name members of their immediate family
- With support, join in small group activities related to their culture; e.g. songs, games, stories
- Pretend play using objects and artefacts from their own culture and that of others; e.g. cooking utensils, clothes



## Diversity

- Culture
- **Respect for diversity**



### By the end of Kindergarten you might expect children to...

- Identify and talk about how people are the same and different; e.g. hair type, shelter and clothing, and participate in related learning experiences
- Begin to understand the feelings of others and recognise behaviours that hurt other people
- Respond when they see hurtful or prejudiced behaviour; e.g. telling other children that they shouldn't do that or talk that way
- Interact positively with all children and talk with respect about people who are different from themselves

### They might then...

- Ask questions about people who look different, and talk about differences as they read stories and look at pictures with the teacher
- With support from the teacher, interact and play with children who are different from themselves

### By about 3 years of age, children might...

- Point and ask questions about people who look different; e.g. different hair type, skin colour, people in wheel chairs
- With support from the teacher, interact and play with children who are different from themselves



## Emotions and Behaviour

- Emotional development
- Behaviour



### By the end of Kindergarten you might expect children to...

- Talk about their feelings and name them; e.g. I feel sad
- Express their emotions and feelings constructively through play, art, movement etc..
- Laugh and show that they have a sense of humour
- Persevere with age-appropriate tasks; e.g. trying to stick things together in art
- Identify and talk about the causes of emotions in others

### They might then...

- Express emotions through their behaviour and non-verbal communication, but increasingly be able to use words for their emotions
- Gain more control over their emotions, using more strategies and other ways of expressing their emotions; e.g. painting, drawing, sensory play
- Recognise the emotions of others; e.g. when looking at pictures identify how the person feels

### By about 3 years of age, children might...

- Express the basic emotions (e.g. happy, sad, scared, angry) through their behaviour and in non-verbal ways; begin to use words for their feelings
- Show pride in themselves and their accomplishments
- Begin to use strategies to control their emotions; e.g. move away from the situation, cover their eyes or block their ears





**Diversity**

- Emotional development
- **Behaviour**

**By the end of Kindergarten you might expect children to...**

- Behave in culturally-appropriate ways most of the time
- Have a say in making up age-appropriate, meaningful rules for the Kindergarten; follow these most of the time
- Take more responsibility for their behaviour towards other people and the environment
- Begin to behave in ways that support learning; e.g. listen attentively for a short time, join in group talks, work with others, address adults in appropriate ways, become increasingly independent
- Play cooperatively with other children, taking turns, negotiating and sharing
- Resolve conflicts without always seeking the teacher's help; e.g. asking a friend to help

**They might then...**

- Show respect for elders
- Abide by reasonable, meaningful rules set by the teacher and accept that these may be different from those at home
- Act in a caring way towards other people and the environment, with reminders from adults
- Join in group activities

**By about 3 years of age, children might...**

- Begin to follow basic rules for responsible behaviour in the Kindergarten and beyond
- Play with other children and participate for a short time in group activities



# AESTHETICS, CREATIVITY AND THE ARTS

## OVERVIEW

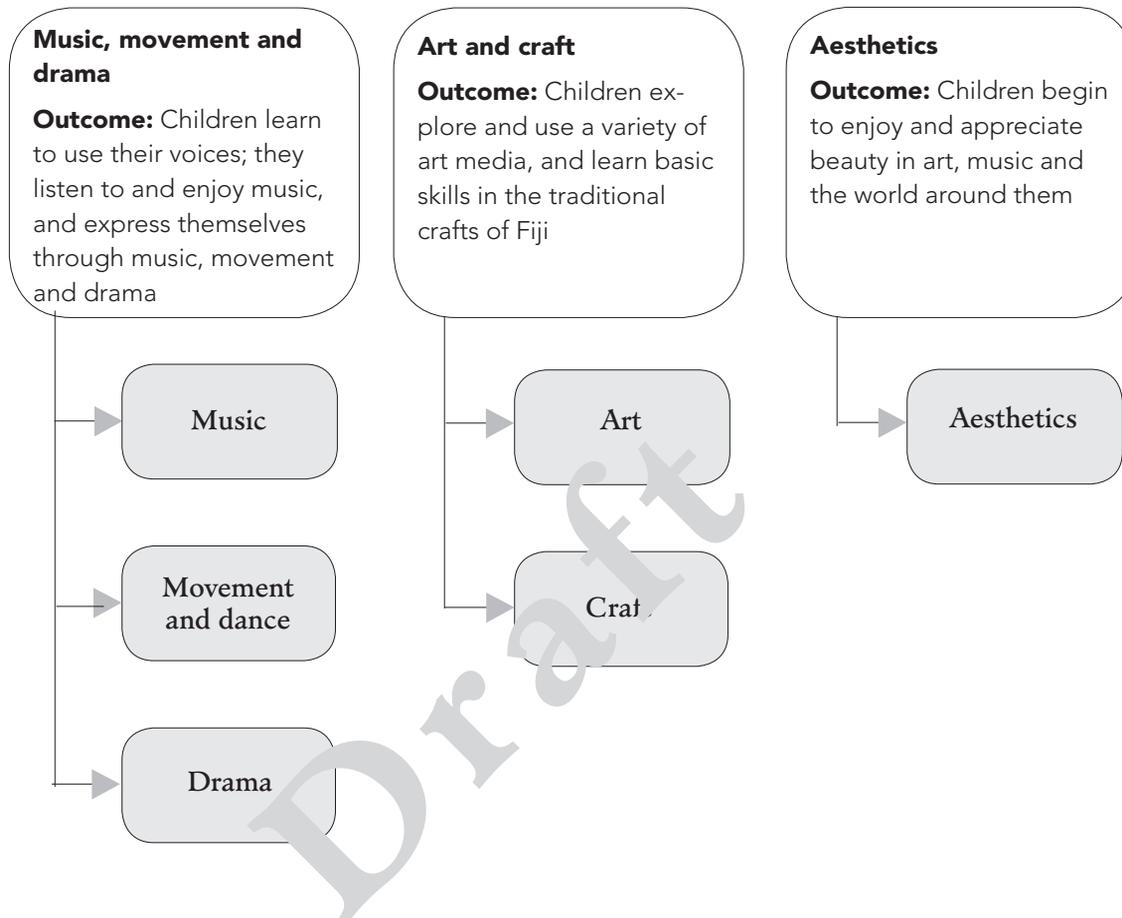
**A**esthetics is about taking notice of and responding to things of beauty. Teachers support children's aesthetic development when they provide learning environments that are clean, tidy and attractive, when they encourage children to look at and enjoy the beauty of things around them, and when they provide children with many creative and sensory experiences. Aesthetics and creative expression come naturally to young children, but need to be nurtured. Young children spontaneously create different sounds and music; they stop to admire beautiful and colourful hibiscus flowers on the way home from Kindergarten; they dress up in traditional costumes using saris, bangles, beads and sulus; they recite chants and also express their thoughts through drawing and many other media. In order to nurture and promote this spontaneity in children, and encourage creativity and appreciation, early childhood teachers need to provide appropriate learning experiences and environments that include all the Arts. Opportunities that enable children to develop their aesthetics and creativity include painting and drawing, threading frangipani flowers, collage, modelling with clay, moving to the beats of the 'lali' or 'dholak', socio-dramatic play, and activities in the natural environment such as nature walks and chasing butterflies during outdoor play.

## MAIN OUTCOME

Children develop skills of observation and expression, while at the same time growing in ability to describe, interpret, appreciate, enjoy, create and reflect.

## STRANDS AND SUB-STRANDS

This Foundation Area of Learning and Development is divided into three strands, with a number of sub-strands:



**Reminder:** The following outcomes are guidelines only. Children are all different and develop and learn at their own rate.

## Music, Movement and Drama

- **Music**
- Movement and dance
- Drama



### By the end of Kindergarten you might expect children to...

- Sing with confidence and with a pleasant voice
- Recognise and be able to sing an increasing number of children's songs
- Be familiar with a selection of songs and music belonging to cultures of Fiji
- Create, sing and enjoy chants
- Enjoy listening to a variety of music, including that of other cultures, and have favourite songs and music
- Play simple percussion instruments, keeping in time
- Understand basic music concepts such as loud/soft, fast/slow, high/low, rhythm, beat

### They might then...

- Participate in singing and musical experiences with adults and other children
- Sing and create chants spontaneously while doing other activities
- Move parts of their body in time with music; e.g. clapping, tapping foot
- Explore and experiment with percussion instruments
- Recognise and name some traditional musical instruments; e.g. lali, dholak, coconut clappers, derua

### By about 3 years of age, children might...

- Enjoy singing, chants and other music activities, sometimes joining in, but sometimes just observing
- Identify sounds in the environment
- Explore sounds made by everyday items (e.g. pots and pans, spoons and forks) as well as basic percussion instruments



### Music, Movement and Drama

- Music
- **Movement and dance**
- Drama



#### By the end of Kindergarten you might expect children to...

- Move rhythmically, with increasing control over their bodies
- Take part eagerly in creative and traditional/cultural dances; e.g. meke, bhangras and garbhas, dressing up for the occasion
- Listen and respond appropriately to the mood of music; e.g. It's fast and makes me feel happy
- Begin to use music and movement to express ideas and emotions
- Watch and talk about adult dance performances; try to copy the movements

#### They might then...

- Take part in movement and dance, using more rhythmic and controlled movements
- Take part in creative and traditional/cultural dances; e.g. meke, bhangras and garbhas
- Watch adults perform

#### By about 3 years of age, children might.....

- Enjoy watching other children and adults moving and dancing, but not necessarily join in
- Move to music but not necessarily to the beat or rhythm; e.g. moving fast to slow music



### Music, Movement and Drama

- Music
- Movement and dance
- **Drama**



#### By the end of Kindergarten you might expect children to...

- Play out more involved story lines, negotiating roles with other children; the play may become more elaborate and continue for a longer time
- Act out familiar rhymes and stories; e.g. take on roles of story book character as teacher tells the story
- Use less realistic objects as symbols in their play; e.g. Hold hand to ear and pretend to dial phone; build sandcastle and put shell on top for a satellite dish
- Make and find props to support their play, including dress-up clothes
- Join play areas and play themes to extend their play

#### They might then...

- Join in play started by other children, or start the play and ask others to join in
- Play out more involved story lines with familiar characters; e.g. feeding baby doll and taking it shopping; may involve more children
- Pretend more with actions, language and objects, including using dress-up clothes

#### By about 3 years of age, children might...

- Play simple roles, imitating familiar characters and routines; e.g. mother, father, pouring tea, pretending to sleep; may involve 1 or 2 other children
- Use real objects in a pretend way; e.g. using coconut shells or fish tins for pretend baking and cooking



## Art and Craft

- Art
- Craft



### By the end of Kindergarten you might expect children to...

- Manipulate, explore and experiment with art materials, combining materials and using them in different ways; may look for items in the environment to add to their art
- Move from the scribbling stage to creating drawings, paintings and other objects that are generally recognizable; may make decisions beforehand about what they are going to draw, paint or make
- Describe and talk about their artwork and be interested in sharing it with others
- Use their senses in more refined ways to observe and represent objects; e.g. observing and painting a real object
- Be able to work with others on small group projects of interest to them



### By about 3 years of age, children might...

- Use scribble patterns as they draw and explore art materials
- Gain increasing control over art materials; e.g. pounding, rolling, pulling apart and putting together dough and clay, tearing paper, using crayons and paint
- Use their whole bodies and senses to explore art materials e.g. finger painting

### They might then...

- Manipulate, explore and experiment with art materials, sometimes combining materials and using them in different ways
- Gain more control over their scribbling, and name or tell a story about what they have made
- Use art materials to express their feelings and emotions; e.g. finger painting

## Art and Craft

- Art
- **Craft**



### By the end of Kindergarten you might expect children to...

- Recognise and talk about local crafts, and identify what they are made from; discuss features such as colour, patterns, shapes
- Observe local people producing crafts and be interested in trying these materials and techniques
- Use coconut leaves, shells, seeds and other local materials to make art and craft; ask questions, explore, problem solve with the materials
- Have basic understanding and skills in weaving and printing using materials appropriate for their level of development
- Participate in preparing cultural items for special occasions; e.g. threading flowers for garlands, making grass skirts

### They might then...

- Collect, explore and try to use environmental materials; e.g. making patterns with shells, seeds and other local materials, threading flowers, leaves and other large objects
- Watch adults preparing materials and making local crafts; e.g. stripping coconut and pandanus (voivoi) leaves, weaving and printing
- Weave with paper strips, voivoi or coconut leaves, with assistance
- Prints with vegetable cuts and other objects

### By about 3 years of age, children might...

- Become aware of local crafts and crafts made by their families
- Use toys and learning materials made from local crafts in their play; e.g. dolls, games
- Collect and explore environmental materials



## Aesthetics

- Aesthetics



### By the end of Kindergarten you might expect children to...

- Notice, look for and respond to beautiful and interesting things; e.g. they may talk about what they have observed; if encouraged they may communicate their observations and feelings through art, music, movement
- Be more responsible for keeping their living and learning environments clean, tidy and attractive
- Display wonder, curiosity and intellectual engagement in natural and physical properties around them; e.g. light and shadow, colour, sounds, reflection, shapes in a building
- Begin to use some art terms; e.g. lines, shapes, colour, and may comment on these features in their own and others' art and craft
- May express an opinion about a piece of art, craft or music and give a simple reason for their opinion or choice

### They might then...

- Respond to beautiful or interesting things by using their senses more carefully; e.g. really looking at a weaving, painting or flower, listening very carefully to a piece of music or bird songs, touching and feeling a feather or shell not just glancing at it
- Help keep the environment clean, tidy and attractive, and contribute to this by bringing flowers or attractive things to Kindergarten
- Begin to use language of beauty; e.g. nice, pretty

### By about 3 years of age, children might...

- Take notice of beautiful things or features of them; e.g. touching leaves or shells, looking at the wings of an insect, imitating bird songs
- Participate in activities that require them to use their senses; e.g. finger painting, water and sand play
- Help to keep the environment clean, tidy and attractive



# SPIRITUAL AND MORAL DEVELOPMENT

## OVERVIEW

This is a significant area which includes both moral and spiritual learning and development. Spiritual development is an integral part of the Kindergarten curriculum in Fiji, where children of different cultural and religious backgrounds have opportunities to learn by sharing their experiences and practices with others. The foundations of spiritual development can be seen in young children's response to the world around them. As they look with wonder at the world, they seek simple answers to the big questions of creation and life. Teachers support children's spiritual development by encouraging this connection to the natural environment and by providing simple and honest answers to their questions.

Spiritual development is closely linked to moral development which is about developing a sense of right and wrong; this begins to develop at about two years of age. Moral development depends on children observing good role models from teachers, caregivers, parents and other members of the community. Through play and interactions, children develop an attitude of sharing, trust and care. They may also need to be taught explicitly some social rules and acceptable behaviour for use both in Kindergarten and wider community.

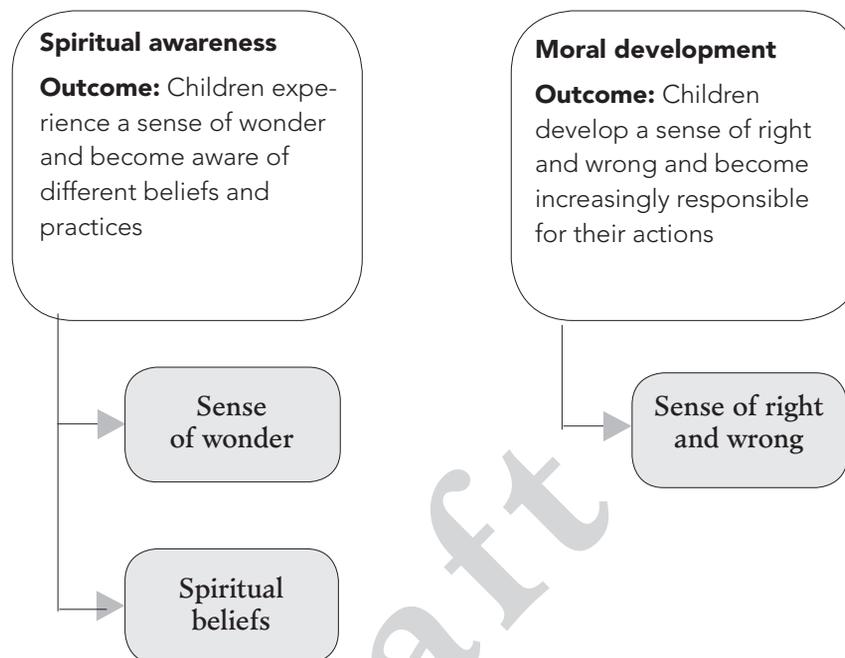
A challenge for those working with young children is to recognise when children know right from wrong and when they can be responsible for their actions. Such knowledge and understanding of children's development affects the way teachers and parents handle situations. The children in Fiji come from families of many cultures and religions. It is to be expected that their behaviour will vary according to what is accepted and practiced in their families and communities.

## MAIN OUTCOME

Children wonder about the world around them, they become aware of different beliefs and practices, and behave responsibly towards other people and the environment.

## STRANDS AND SUB-STRANDS

This Foundation Area of Learning and Development is divided into two strands, with several sub-strands:



**Reminder:** The following outcomes are guidelines only. Children are all different and develop and learn at their own rate.

## Spiritual Awareness

- **Sense of wonder**
- Spiritual beliefs



### By the end of Kindergarten you might expect children to...

- Explore and appreciate the beauty and diversity of creation; e.g. the colours of the rainbow, the wings of a butterfly
- Be aware of the cycle of life – birth, growth and death and be able to relate this to themselves, their families, their pets
- Seek and give age-appropriate explanations about life, the world around them and their place in it; e.g. Where did I come from?

### They might then...

- Observe and ask many questions about the world around them
- Become aware of the need to treat the things of creation, both living and non-living, with respect and care
- Talk about life and death and ask for simple explanations

### By about 3 years of age, children might...

- Use their senses to observe and explore things around them
- Ask "Why" questions about the world and how things have come to be



## Spiritual Awareness

- Sense of wonder
- **Spiritual beliefs**



### By the end of Kindergarten you might expect children to...

- Be aware of basic similarities and differences in spiritual practices; e.g. many people go to a place of worship to pray, but they may go on different days and to different places such as a temple, church or mosque
- Be aware of some of the customs and celebrations of various religions; e.g. Diwali, Eid, Easter and Christmas
- Know some traditional and cultural beliefs about creation and how things came to be; participate in retelling and dramatising these

### They might then...

- Share basic information on spiritual practices; e.g. places of worship their families attend
- Take part in Kindergarten activities related to celebrations such as Diwali, Eid, Easter and Christmas
- Listen and respond to age-appropriate religious and traditional stories told by teachers, religious leaders and other members of the community

### By about 3 years of age, children might...

- Be aware of common religious practices such as saying grace before meals, and behave respectfully during these times
- Take part in activities related to celebrations such as Diwali, Eid, Easter and Christmas
- Listen for a short time to age-appropriate religious and traditional stories told by teachers, religious leaders and other members of the community



## Moral Development

- Sense of right and wrong



### By the end of Kindergarten you might expect children to...

- Be aware of things that are always wrong in their culture (e.g. hitting, stealing) but know that other things can be negotiated; e.g. packing away their toys; may identify good and bad characters in stories on this basis
- Know when they have wronged someone and, sometimes with prompting, apologise for their wrong doing and try to make amends
- Talk about fair and unfair behaviour and relate this to their lives and to characters in a story
- Behave responsibly towards other people and the environment without always being reminded
- Begin to understand civic responsibility and participate in age-appropriate activities that are for the good of the community

### They might then...

- Follow reasonable instructions and respond positively to others most of the time
- Show respect for other children's property and work; e.g. ask for something before taking it
- Begin to recognise what they have done wrong when corrected by an adult
- Talk about right and wrong behaviour in story characters
- Show affection and care towards other children and animals especially if they are upset or injured

### By about 3 years of age, children might...

- Follow rules and social conventions, and generally want to do the right thing (regardless of the motive)
- Give simple answers if asked what it means to be good or bad
- With support, begin to care for others and their environment





# PART C

## Applying the curriculum

Draft



# 5

## LEARNING ENVIRONMENTS

### Ni sa bula! Namaste! Welcome!

Walking into an early childhood centre should be an experience of wonder and delight. The environment should be filled with the sounds of young children talking, laughing and learning. Their learning should be reflected everywhere you look – on the walls, hanging from the ceiling, and in many different displays. The diversity of the children and families should also be obvious from the moment you step in the door – if not before. Here you should see the faces of the children in many photographs, and evidence of their various cultural backgrounds.

The organisation of the environment is an important aspect of any early childhood programme and conveys strong messages about the teacher and the programme. A space that is attractive, cheerful, orderly, and filled with interesting objects conveys the message that the teacher values children's learning and knows how to support it. Teachers who are aware of the power of the environment are also able to arrange indoor and outdoor spaces to convey the messages they want children to receive. For example, putting lots of print around the environment conveys important messages to children about reading and writing. This indirect way of teaching is very effective with young children.



Environments for young children need to be flexible and to adapt to children's changing needs, providing new challenges as they grow and develop. In a Kindergarten, children are at varying stages of development, so the environment needs to cater for a wide range of developmental levels. Observations of individual children, and participation in their play and learning, help teachers to evaluate each child's needs, strengths, and interests, and to respond by arranging the environment in ways that meet these demands.

Children need a predictable and familiar environment, as well as a variety of new experiences. Environments for young children should be stable places where there are familiar objects and people, and where at least some things remain constant. This is supported when teachers include familiar objects, languages, songs, stories and foods from children's homes.

Through the environments we provide we demonstrate our beliefs about young children and their learning. If we believe children are competent explorers, imaginative thinkers, creative problem solvers and able to see the wonder and beauty within nature and the environment, then we must give them learning environments that allow them to make decisions, express themselves, make discoveries, pose questions, be curious, and work collaboratively with others.

## Health and safety

Having a clean, healthy and safe environment should be a priority for the Kindergarten Management and teacher. Although spills, scrapes, cuts and bruises are part of childhood, parents and guardians should not entrust their child to a setting that does not view the child's well-being as the primary concern.

The Fiji Early Childhood Care, Development and Education (ECCDE) policy sets out health and safety requirements for Kindergartens. These relate to essentials such as space, toilet facilities and access to water. Young children need sufficient space to move around freely and to explore using their whole bodies. They need a variety of spaces in which they can play and learn both alone and together. Small, crowded Kindergarten buildings can impose a lot of stress on both the children and the teacher, and certainly restrict the children's learning.

While the Management and teacher are responsible for children's health and safety, children must also learn health and safety practices. These are identified in the FALD Physical Development, Health and Well-being; for example, children should learn to:

- Use the toilet correctly
- Wash their hands before eating
- Wash their hands after going to the toilet
- Brush their teeth after meals
- Keep their hair clean by washing and brushing it regularly
- Keep their fingernails short
- Use a handkerchief to blow their nose



- Wear clean clothes all the time
- Drink clean water
- Keep their surroundings clean

Children learn health and safety practices largely through observing and copying the adults around them. Teachers must therefore model good practices and share important information on health and safety issues with families.

Kindergartens should have the resources and know-how to offer experiences that challenge and teach children within safe environments. The equipment and materials in a group setting and the type of activities occurring during the course of a day can present risks if planning is not done carefully. Kindergarten teachers should check and reflect continually on the safety of the environment: Is it free of hazards that are likely to cause accidents from falling objects, burns, fires, poisoning, choking, cuts and so on? Does the outdoor equipment have soft material such as sand or bark chips underneath it to lessen the injury if a child falls?

Children are major instruments in their own protection. From birth on, children begin learning how to protect themselves to the limit of their judgment. For example, very young children in a group setting such as day care learn how to avoid some threatening social situations and how to handle new physical challenges. As they grow older, most children acquire a sense of what they can and cannot do, often through trial and error. Fortunately, when children are doing something they know to be risky, they are usually more alert. Some children, of course, have poor judgment or are extremely impulsive or are extreme risk takers. They are usually easily identifiable, and teachers need to observe them carefully.

Children's settings require ordered time and space – space that supports the programme goals and outcomes while offering a safe, healthy, pleasant place in which to live and work for all those who share it. What is needed is a planned environment, rich enough to challenge, but not so complex as to frustrate. The task of a young child is to make the world sensible, to construct or discover the properties, patterns, relationships that exist in the world and figure out where he/she fits in. The early childhood teacher's responsibility is to provide a setting where a group of energetic, individual children go about this task and where all learn to live with the daily challenges.

## Storage

How teachers organise and present equipment and resources influence children's learning in many ways. Consider the messages children get if books and puzzles are all thrown in a box, or if posters are torn and dirty or left on the wall all year. Resources currently being used in the programme need to be presented attractively, and those not being used should be stored in a place which is clean and well-organised.

Good storage allows a teacher to:

- Maximize the use of resources. If you cannot find it, you cannot use it. If it is hard to get or is far away, you will not use it very often.
- Accumulate resources. If you cannot store it, you cannot keep it. At the same time, keeping junk that may never be used distracts from useful junk. If it has not been used for a year or two, it probably never will be used. Throw it away!
- Teach children about relations between things. If you cannot organise things in a way that children understand, you cannot expect the children to maintain an order.
- Teach children to take responsibility for things. For example, a well organised book display demonstrates respect for books.

Children need access to a wide variety of materials, and should be encouraged to choose and put away materials themselves. The materials should be organised and displayed attractively; e.g. baskets and other attractive containers for collage materials. The materials and their organisation can encourage children to think, solve problems, and make decisions.

Some suggestions for organising and presenting materials:

- Locate the materials close to where they will be used. When things are nearby, children make more use of them
- Use containers that hold the contents comfortably and clearly display the contents
- Use containers that are aesthetically pleasing; e.g. baskets, and other containers made from natural materials
- Organise the materials in a way that is clear and understandable to the children
- Ensure all materials are safe and clean
- Label materials with words and symbols so that children can find and return things independently. In this way children will learn to 'read' the symbols, and learn that print has meaning
- Arrange materials on open shelves at child height. Shelves can be made from many local materials.

## Room arrangement

When thinking about arranging space, it is helpful first of all to identify the kinds of behaviour we want from the children. For example, if we believe that children learn through talking and interacting with other children and adults, then the environment should be set up to encourage interaction. Most teachers want to discourage noisy, disruptive behaviour such as running, jumping and yelling. One way to do this is to break up the learning environment. Various materials can be used for this purpose. A series of low shelves or screens allows adults to have a clear view of the whole room while also dividing the room into various learning spaces. Pot plants (not poisonous) and colourful pieces of fabric are other alternatives for screens. Because they can be moved easily, they also





allow for flexible use of the space. This is important as classroom organisation should be flexible, and the room re-arranged and re-organised every now and then. It needs to respond to the changing interests of the children.

Young children need the time, space and freedom to develop creativity and problem solving skills; this at times may mean that the environment seems chaotic rather than orderly. Kindergartens should be places where children, particularly those under five, can explore, using all their senses and their whole bodies. This means that the environment needs to be rich in sensory experiences, and have a variety of spaces for children to move in and through, places to be together and quiet places to be alone. Special learning areas include those for dramatic play, blocks, painting and other art activities, science, and music. These should be available every day as children build on their skills and their knowledge when they revisit equipment and resources regularly.

As children become familiar with these areas and where the resources are stored, they become independent in managing their learning. They are able to get their own materials, and, at pack up time, help return the equipment and resources to their correct place, ready for the next session.

Children of all ages respond well to an environment where the adults have taken the time and the trouble to consider what might interest or motivate them. In a well-organised

environment, children soon learn that everything has its place. Furthermore, children and adults relate to the environment if they are empowered to make choices, move about freely, enjoy and feel a sense of ownership and pride in the organisation and presentation of the resources and equipment.



## Learning outdoors

Freedom to explore and discover their capabilities outdoors enables children to solve problems and develop self-awareness and self-confidence. This applies to all areas of learning and development, not just physical development. Fiji abounds in natural materials that can be used to create learning resources and wonderful outdoor learning spaces. These resources are far more culturally appropriate than many of the commercial resources available in the shops or catalogues. Money is better spent on renewable resources such as paints and crayons, and on good quality resources that cannot easily be found locally; for example, books, blocks, picture sets.

Teachers can plan learning experiences outdoors for most areas of learning and development. For example, books, puzzles or blocks can be put on a mat on the verandah or in another shady spot outside, home or other dramatic play areas can be set up outside, as well as many art activities. The teachers below provide some examples:

As children gain control over their movements and balance, they test their skills and strength in a variety of situations. In Kindergartens, safe and challenging outdoor environments are needed to provide for all types of physical development; for example, balancing, throwing and catching, running, swinging. The equipment and materials should be challenging and plentiful enough to offer children of all abilities a choice of activities.



*An outdoor music experience with a small group of children*

This equipment does not have to be expensive. Even in urban areas, there is huge potential to create exciting natural play spaces. Spaces where children are connected to nature are important for children's overall learning and development. These offer many more learning opportunities than the metal play equipment found in many playgrounds.



*Using natural materials to sort and play outdoors*

At the same time, fixed equipment such as a climbing frame can be combined effectively with natural materials from the local environment. Natural materials such as logs, rocks, and stones add inexpensive design features to a play area; for example, big rocks and stones for seating, logs and trees for climbing. Home-made toys can also be made from natural or recycled material. For example:

- Wooden boxes and large cardboard cartons can be used for cubbies indoors and outdoors; they are also ideal in sandpits for stoves, refrigerators, table tops etc...
- Cable reels and reel centres can be covered with cloth for table tops and cubbies; they can be used in conjunction with climbing equipment and can be used with timber planks (e.g. to make bridges in sandpits).

- Old tyres can be used to hold basins of sand and water; they can be joined in a fixed way to make tunnels or obstacle courses.
- Gardening can be provided as a real-life experience with strong, good quality tools for both children and adults. This can include collecting and using fresh seeds, growing seedlings and bulbs. Gardening can involve composting and making garden beds in the playground. Gardening flows naturally into cooking experiences and related literacy and numeracy learning.



*Fixed equipment should be safe, but challenging. It should encourage children to use their bodies and imaginations in many different ways. Wooden equipment is more flexible than metal equipment, and allows for creative additions, such as the rope net seen in this picture. This equipment would be safer if it had soft material such as wood chips underneath it.*

Creating a playground using local materials and resources can be an exciting way to involve families and the community in the Kindergarten. The enthusiasm of the teacher with support from the Management can make it happen. Children too will enjoy being involved in making decisions about their learning environment, and being involved in real-life experiences such as digging a water way, making a garden, or creating secret childhood places.



*Families and the community can be involved in creating outdoor play areas from local materials. This photo shows a sand pit under construction.*

# 6

## PLANNING AND REFLECTION

### Learning in Kindergarten

Some of the most exciting learning in a Kindergarten comes from spontaneous incidents that attract the children's attention – the hairy caterpillar crawling up a tree, a broken water pipe, or something that happened on the way to Kindergarten. These events are rich learning opportunities if the teacher can capture the moment and extend it. There is no intention to replace these wonderful teachable moments with a fixed curriculum. While planning in Kindergarten is important, the curriculum should be flexible and teachers always ready to follow children's interests.

*Na Noda Mataniciva* does not prescribe what to teach. It is best to think of it as a map to guide teachers in planning and making decisions about children's learning and development. Many Kindergarten teachers are already doing what is suggested in the curriculum guidelines. They are observing children and planning with children's needs and interests in mind. They are modeling good practices and interacting regularly and positively with families.

*Na Noda Mataniciva* offers a framework within which teachers can plan programmes for the children in their care. Through the outcomes, it identifies appropriate content for a Kindergarten programme – i.e. the knowledge, skills and attitudes that should be addressed in Kindergarten. This content is not just about academic learning. It includes all areas of learning and development – physical, social, emotional, cognitive, language, creative and spiritual. The guidelines also address other factors that need to be considered when planning an early childhood curriculum. As mentioned in Part A, there are 5 components of an effective Kindergarten curriculum, and all should be taken into consideration when planning:

- Learning environments
- Relationships
- The 6 Foundation Areas of Learning and Development
- Teaching and caring practices
- Monitoring and assessment



Teachers will decide how to deliver the content to their children; i.e. the learning experiences and teaching strategies they will use, and the ways they will monitor children's learning and development. No two programmes will be exactly alike as each programme should match the needs of the children, and the context within which the programme operates. Furthermore, within any Kindergarten programme there is likely to be wide variation in the ages, backgrounds and needs of the children. Teachers require a repertoire of strategies if they are to support the learning and development of each child. Nevertheless, the approaches used should be underpinned by the 5 guiding principles outlined in this document - Relationships, Culture and Spiritual Awareness, Caring and Respect, Inclusiveness, and Child-Centred Learning.



*The story behind the picture!*

*Fineisi's friend, M, got very sick and was taken to hospital. The children at her kindergarten were told that she got sick because she played in dirty water. Fineisi became very interested in all of this and declared that she was going to be a doctor. The teacher responded to this interest by organising many learning experiences. One of the experiences was to set up a light box with an X-ray. In the photo, Fineisi is using the X-ray to tell a story about her friend, M.*

<sup>1</sup> The term 'theme' has been used widely in Fiji. To encourage a more child-centred, active approach, the curriculum guidelines use the term 'topic' or 'topic of inquiry'.

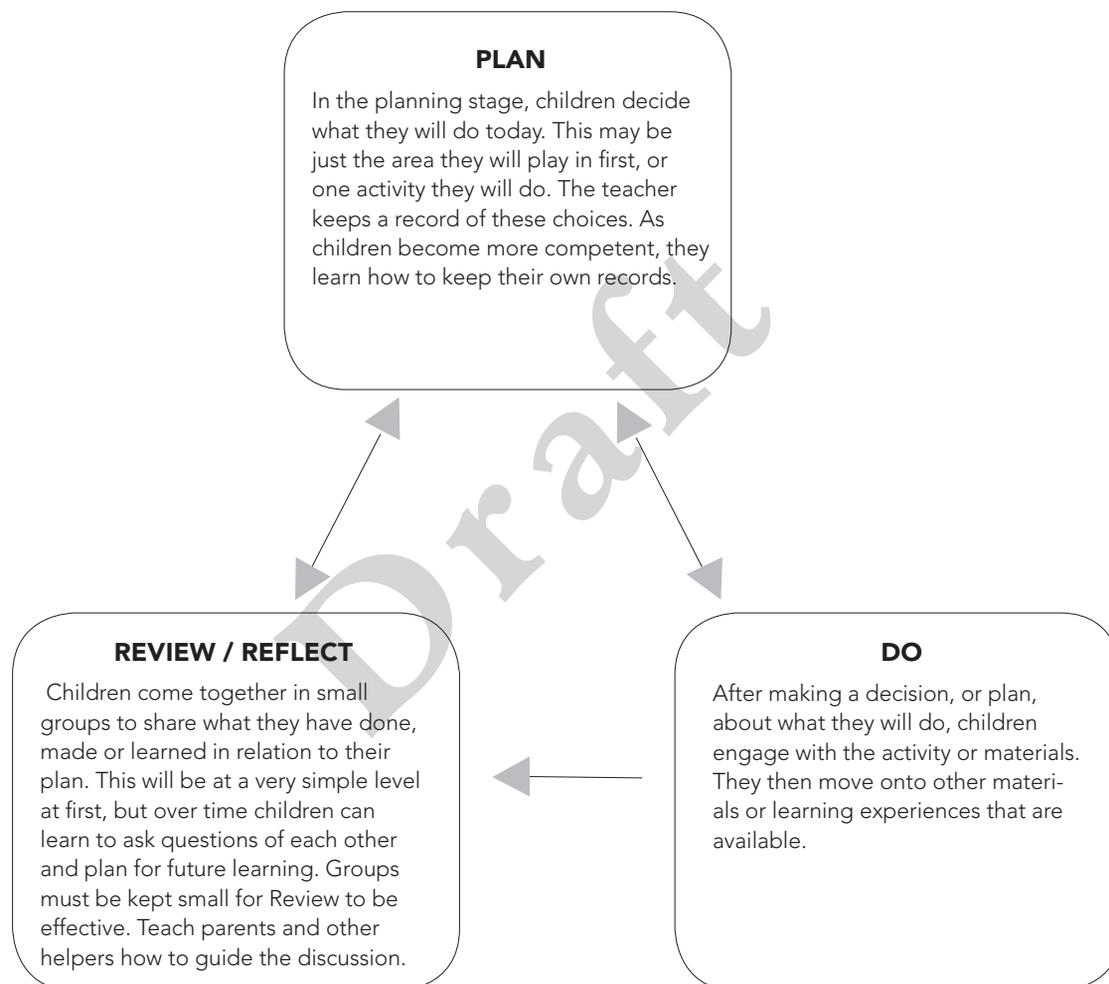
## The Kindergarten day

Most Kindergarten programmes use a combination of free-choice time and group time – preferably both small groups and the whole group. Whole group times should be short; for example, a short time together at the beginning and end of the session, or before morning tea. Behaviour problems often occur when group times are too long or uninteresting. During Activity time children should be free to choose their activities, although some children will need direction and support. Rotational activities are not recommended. If there are two teachers, it is desirable that children have access to both indoor and outdoor activities during Activity time. With only one teacher, this is not possible and different periods for indoor and outdoor activities are necessary. Even so, it may be possible to set up some activities on the verandah during ‘indoor’ time. Below is one example of a Kindergarten routine:

8.15–8.30	Arrival	As they arrive children put away their bags and go to activities such as play dough, blocks, library, puzzles. The teacher may confine this to one or a few activities; e.g. children have to go to the library or to a table with writing/drawing materials.
8.30–8.50	Whole group	Time for some action and games, devotion, counting who is her today, talking together, perhaps a story. Then planning for the day: the teacher tells the children about any special experiences or activities that have been organised for the day, and asks them to think about what they will do today. They might talk about this together or with their friends. This is a good time to remind children about simple rules for behaviour; doing this regularly will help prevent behaviour problems.
8.50–10.00	Activity time	Children choose from a range of activities available and move freely from one activity to another. During this time the teacher may call aside one or a few children for individual or small group work. Ideally children will have access to learning areas set up both indoors and outdoors (at least on the verandah)
10.00–10.10	Pack away	Everyone is involved!
10.10–10.30	Snack	
10.30–11.00	Whole group or small groups	Stories, language, music, movement or other group activities
11.00–11.40	Outdoors	Large muscle activities and movement. If children have had access to the outdoors during Activity time, this time might also be used for Movement and Music. It can even be an extension of the earlier Activity period.
11.40–12.00	Whole group	Sharing what we did today and planning for tomorrow. May be better done in small groups if numbers are large.
12.00	Home time	

## Helping children become independent learners

One way to offer a flexible programme, while still putting some structure into the day, is to use a learning cycle approach. This can be used with the whole group, or with individual children who are ready to work this way. This approach is also referred to as Plan – Do – Review. It may be used in a very basic way at first, but if used consistently, it will help children to take some responsibility for their learning and to reflect on it. It is a very empowering and proven curriculum model that has been used effectively in early childhood programmes around the world.



## Transitions and routines

A day in any early childhood programme is marked by many transitions and routines, such as eating, toileting, packing away, moving from whole group to individual activities. These provide opportunities for both planned learning experiences and incidental learning. Teachers should use these moments for meaningful and enjoyable experiences – songs, games, and other collaborative activities. Having a repertoire of transition activities is important.

## Planning for Learning

### Different levels of planning

It is helpful to think of planning as occurring at three different levels: long-term, mid-term and short-term:

#### Long-term planning

Long-term planning is something that generally occurs at the beginning of the year. It has little to do with individual children, and more to do with the teacher setting broad goals for what s/he hopes to achieve through the year. For example, at this time the teacher might plan how to involve families more effectively, or reflect on how to plan better for individual children, or how to improve the outdoor learning environment. Many Head Teachers also have expectations at this stage for teachers' annual plans. At this time of the year, when Kindergarten teachers do not know their children, they should be wary of providing details of the children's programme beyond very general goals. Long term planning should include strategies for achieving the goals identified. For example, if a goal is to provide better for outdoor play, then the teacher needs to identify the strategies or steps s/he will take to achieve this goal.

#### Mid-term planning

Mid-term planning is what teachers do when they plan themes<sup>1</sup>, topics or projects. Although these topics or projects will integrate all FALD, there may be a particular focus on one or more FALD or on a particular component of the curriculum (e.g. the outdoor environment). Many teachers decide on these topics or themes at the beginning of the term. While this may be necessary for gathering resources, topics should remain flexible to allow input from children and responses to their emerging interests (see later in this section for more information on topics).

#### Short-term planning

In Kindergarten, this is usually the weekly planning, but should include daily reflection and changes to the weekly plan (e.g. the teacher noticed some children 'digging for treasure' today, so she decides to hide some 'treasure' in the sand pit tomorrow). Short-





term planning is very focused on responding to individual children, as well as to the emerging needs and interests of the group. The daily reflections guide planning for the following week.

If a topic is being explored, the teacher integrates learning experiences related to the topic into the weekly and daily plans. Not everything that happens through the week or day can be linked to the topic. Regular learning centres such as water, blocks and library should always be available but may or may not be part of the topic. There may also be weeks when there is no topic, just a range of interesting and challenging learning experiences and resources. Likewise, there may be weeks when there is more than one topic.

## Using Outcomes

Think of learning as a journey. Outcomes are the destinations, and the learning experiences that you provide are the various pathways and means by which children reach those destinations. There can be many different pathways to the same destination. When you embark on a journey, obviously you need to know your destination. Likewise, teachers need to know the destinations for children's learning and development. These destinations, or Outcomes, are identified in the 6 FALD. Teachers need to become familiar with these, and use them when planning their programmes.

## Unpacking Outcomes

Unpacking an Outcome means pulling it apart so you understand what it is that children need to know and be able to do to achieve the Outcome. This helps teachers to be more focused and to plan and sequence learning experiences that help children achieve the Outcome. Each FALD sub-strand in *Na Noda Mataniciva* has three levels of Outcomes to cater for children across the broad age range of 3 to 6 years. Teachers can use Outcomes from any of the levels (columns), whichever is more appropriate for the developmental levels of their children. Many teachers of 4 to 5 year olds are likely to use the Outcomes in level 3 (3rd column) for most of their children; they would use the other two levels for very young children or for those children needing additional support. Following is a process for unpacking Outcomes:

**Step 1:** Identify the sub-strand that matches the needs and interests of the children (your ongoing monitoring and assessment of the children should guide you in this)

- Find the appropriate FALD
- Select a strand from that FALD
- Select a sub-strand



## Example

<b>FALD</b>	Aesthetics, Creativity and the Arts
<b>Strand</b>	Art and Craft
<b>Sub-strand</b>	Art

**Step 2:** Identify an Outcome from the sub-strand

- Read the Outcomes for the selected sub-strand
- Select the Outcome that relates to the concepts, skills or attitudes on which you want to focus

## Example

<b>FALD</b>	Aesthetics, Creativity and the Arts
<b>Strand</b>	Art and Craft
<b>Sub-strand</b>	Art
<b>Outcome</b>	Describe and talk about their artwork, and be interested in sharing it with others

**Step 3:** Unpack the Outcome

- Underline all the verbs and other key words in the Outcome

## Example

<b>FALD</b>	Aesthetics, Creativity and the Arts
<b>Strand</b>	Art and Craft
<b>Sub-strand</b>	Art
<b>Outcome</b>	<u>Describe</u> and <u>talk about</u> their <u>artwork</u> , and be <u>interested</u> in <u>sharing</u> it with <u>others</u>
<b>Verbs used in the Outcome</b>	describe, talk about, sharing
<b>Other key words</b>	artwork, interested, others

**Step 4:** Identify what the child might be able to do if they have achieved this Outcome

- Look at all the verbs and key words and identify what you might expect to see a child do

## Example

<b>FALD</b>	Aesthetics, Creativity and the Arts
<b>Strand</b>	Art and Craft
<b>Sub-strand</b>	Art
<b>Outcome</b>	<u>Describe</u> and <u>talk about</u> their <u>artwork</u> , and be <u>interested</u> in <u>sharing</u> it with <u>others</u>
<b>Verbs used in the Outcome</b>	describe, talk about, sharing
<b>Other key words</b>	artwork, interested, others
<b>What you might expect to see a child to</b>	<ul style="list-style-type: none"> <li>• Talk to the teacher and other children about their drawings, painting etc</li> <li>• Use words that describe their drawings, paintings etc</li> </ul>

**Step 5:** Think of learning experiences

- Think of learning experiences that will help children achieve the Outcome
- Sequence the learning experiences, from easy to more challenging

## Example

<b>FALD</b>	Aesthetics, Creativity and the Arts
<b>Strand</b>	Art and Craft
<b>Sub-strand</b>	Art
<b>Outcome</b>	<u>Describe</u> and <u>talk about</u> their <u>artwork</u> , and be <u>interested</u> in <u>sharing</u> it with <u>others</u>
<b>Verbs used in the Outcome</b>	describe, talk about, sharing
<b>Other key words</b>	artwork, interested, others
<b>What you might expect to see a child to</b>	<ul style="list-style-type: none"> <li>• Talk to the teacher and other children about their drawings, painting etc</li> <li>• Use words that describe their drawings, paintings etc</li> </ul>
<b>Learning experiences</b>	<p><b>NOTE: These are examples only. The learning experiences will vary according to your children and the context of the Kindergarten (e.g. whether you are in an urban area, or on an island or in an interior village). Try to sequence the learning experiences from simple to more challenging.</b></p> <ul style="list-style-type: none"> <li>• Daily painting, drawing &amp; other art activities</li> <li>• Meaningful talk to children about their art whenever the opportunity arises</li> <li>• Use children's art to extend colour concepts and words, and other art vocabulary such as 'light', 'dark', 'lines'</li> <li>• Share artwork in group time</li> <li>• Use adult and child art for talks – e.g. paintings, drawings, weaving, prints</li> <li>• Plan an art exhibition and invite everyone!</li> </ul>

## Weekly planning

It is not necessary in a Kindergarten to change learning areas each day, or even each week. Young children need time to explore materials and to engage in purposeful play. Changing resources and activities daily can prevent this from happening. Teachers need to plan and set up the indoor and outdoor environments carefully, ensuring that they are rich with learning opportunities. Each day they observe the children using the materials, interact with the children, perhaps challenge them to use the materials differently; they then add and remove materials as required. Generous time for child-initiated play and learning is complemented by well-planned group times and the many opportunities for incidental teaching that occur through a Kindergarten day.

A full-size copy of the following weekly planning framework is included in the Appendix. When using this framework, teachers should first identify and write down FALD outcomes for the week, including outcomes for individual children. They should unpack the outcomes then fill in experiences and resources for the various learning centres and group experiences for each day. These are teacher-directed times with the whole group or small groups of children. When deciding on what learning experiences and resources to include, teachers draw on children's interests and on ideas generated while mapping any topics being explored.

Although teachers will complete only one plan a week, they will make changes and additions each day based on reflections at the end of the day. There is also a space for information on individual children. Teachers are encouraged to take this framework and adapt it to suit their own contexts and resources.

**SAMPLE WEEKLY PLANNING FRAMEWORK <sup>2</sup> (page 1 of 3)****Date:**

BLOCKS	TOPICS OF INQUIRY	LANGUAGE & LITERACY
ART	KEY FALD OUTCOMES	INVESTIGATIONS IN MATHS & SCIENCE
MUSIC & MOVEMENT		DRAMATIC PLAY
GAMES & PUZZLES	FOCUS CHILDREN	WATER, SAND AND OTHER SENSORY EXPERIENCES

**SAMPLE WEEKLY PLANNING FRAMEWORK (page 2 of 3)****Date:**

PHYSICAL DEVELOPMENT, HEALTH & SAFETY			INVOLVEMENT OF FAMILIES AND THE COMMUNITY		
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Large group experiences					
Small group experiences					

**REFLECTION (page 3 of 3)**

WHAT WORKED	WHAT NEEDS CHANGING
INDIVIDUAL CHILDREN	FOLLOW-UP

<sup>2</sup> Adapted from G. Gronlund (2003). *Focused early learning: A planning framework for teaching young children*. St. Paul MN: Redleaf Press.

## Exploring topics

Most Kindergarten teachers in Fiji plan around themes. In the curriculum guidelines the term 'topic of inquiry' is used instead of 'theme'. The term 'project' is also commonly used in early childhood. Topics of inquiry or projects involve children in active learning and exploration as they investigate topics of interest to them. This is quite different from the passive role children may play in a teacher-driven theme. If topics are chosen carefully, they are an effective way of providing an integrated, child-centred curriculum.

Below are some suggestions for selecting and developing topics, and linking them to the Foundation Areas of Learning and Development.

### Step 1: Identify and unpack key outcomes (those you want to focus on)

### Step 2: Select a topic

Topics can be initiated by the teacher or emerge from the children's interests; for example:

- Observe and listen to the children to identify their interests;
- Identify topics that link to children's daily lives, and that allow connections to families and the community;
- The teacher might select a topic from a community calendar that has been prepared at the beginning of the year (see below);
- The teacher might choose a topic that allows a focus on specific Outcomes that s/he believes are important at the time;
- Choose topics that have potential for developing and integrating Outcomes across the FALD, topics that extend children's thinking, and that allow for exploration and investigation. Avoid topics that are insignificant and superficial.

### Involve children in the choice

- Let children suggest topics (e.g. ask 'What would you like to learn about this week?') With practice, Kindergarten children can participate well in this approach;
- If there are several choices, allow children to vote on their choices (think of the learning involved in this process. If at first children are reluctant or unable to suggest ideas, the teacher can provide some choices, and children can vote on these);
- Do a web with the children on the chosen topic to find out what they already know about the topic;



- With older children, you can also ask what they want to find out. Write their ideas on the web or write their questions underneath.

Below is what happened when one Knidergarten teacher tried this approach:

### **Monday morning in Rakiraki**

*This topic began on Friday when we discussed three topics:*

- Leaves
- Farm animals
- Birds

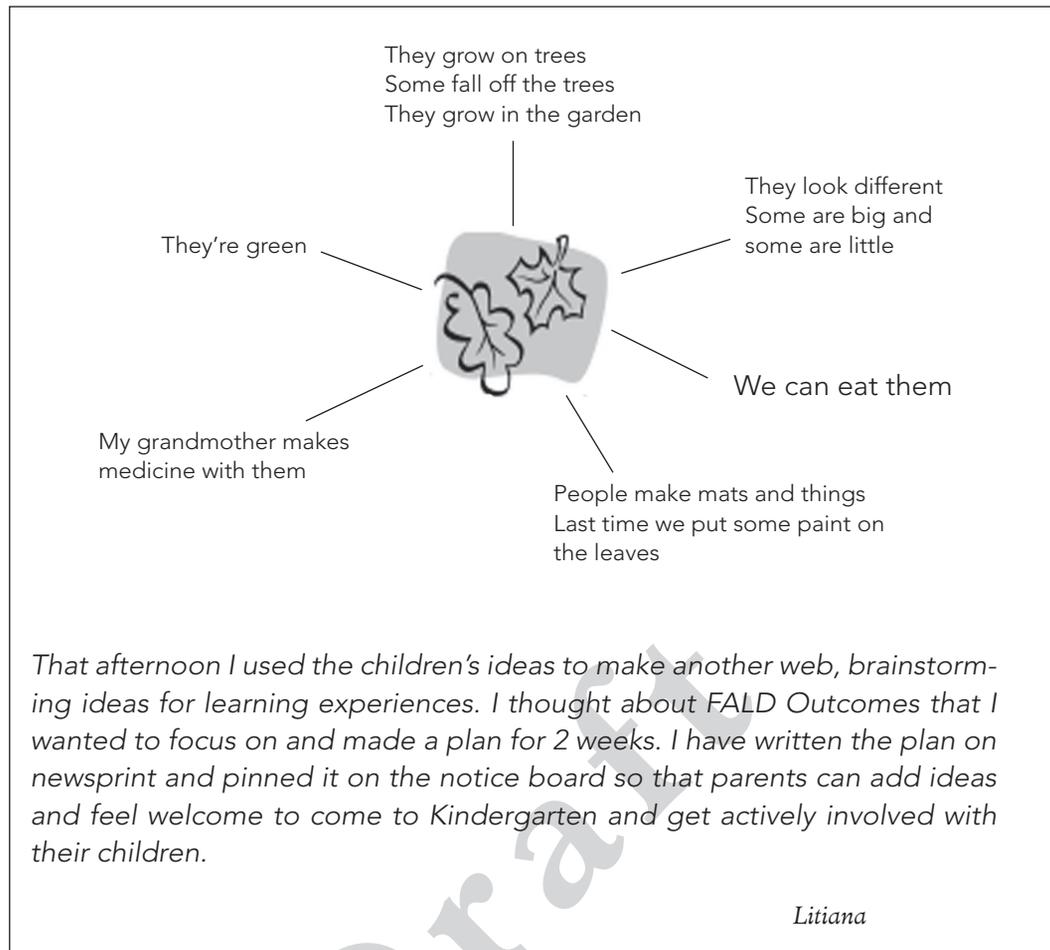
*As there were two teachers doing their practical attachment they helped in the discussions. After this, children were asked to raise their hands if they wanted to learn about the topic mentioned. The results were:*

- Leaves – 14 children
- Farm animals – 7 children
- Birds – 4 children

*On Friday before they went home I reminded them what to bring on Monday morning:*

*Navolau children (4) - voivoi  
Rakiraki children (4) - coconut leaves  
Nagoro children (3) – leaves of different shapes  
Town children (7) – leaves that provide food  
Nadovi children (2) – leaves for medicine  
Wairuku children (2) – leaves used for art/decoration*

*This morning was a very interesting morning. The children came with bags of leaves. A boy from Navolau brought a few sasa broom sticks with voivoi and asked the teacher, 'Make my broom and mat for me'. An Indo-Fijian boy from Nagoro brought a bag of mango leaves and sand to hang on our door. This is what they usually see at home – hanging mango leaves on the doors is a belief. We talked about the different leaves and what we know about them. I wrote this like a web on the newsprint. Then I asked the children what they would like to find out.*



### Step 3: Investigate the topic

The teacher takes the web done with the children and develops it further, writing down the selected Outcomes for the whole group and for individual children. The teacher thinks of learning experiences that relate to the desired Outcomes, and teaching strategies and resources s/he will use.

### Step 4: Make a weekly plan

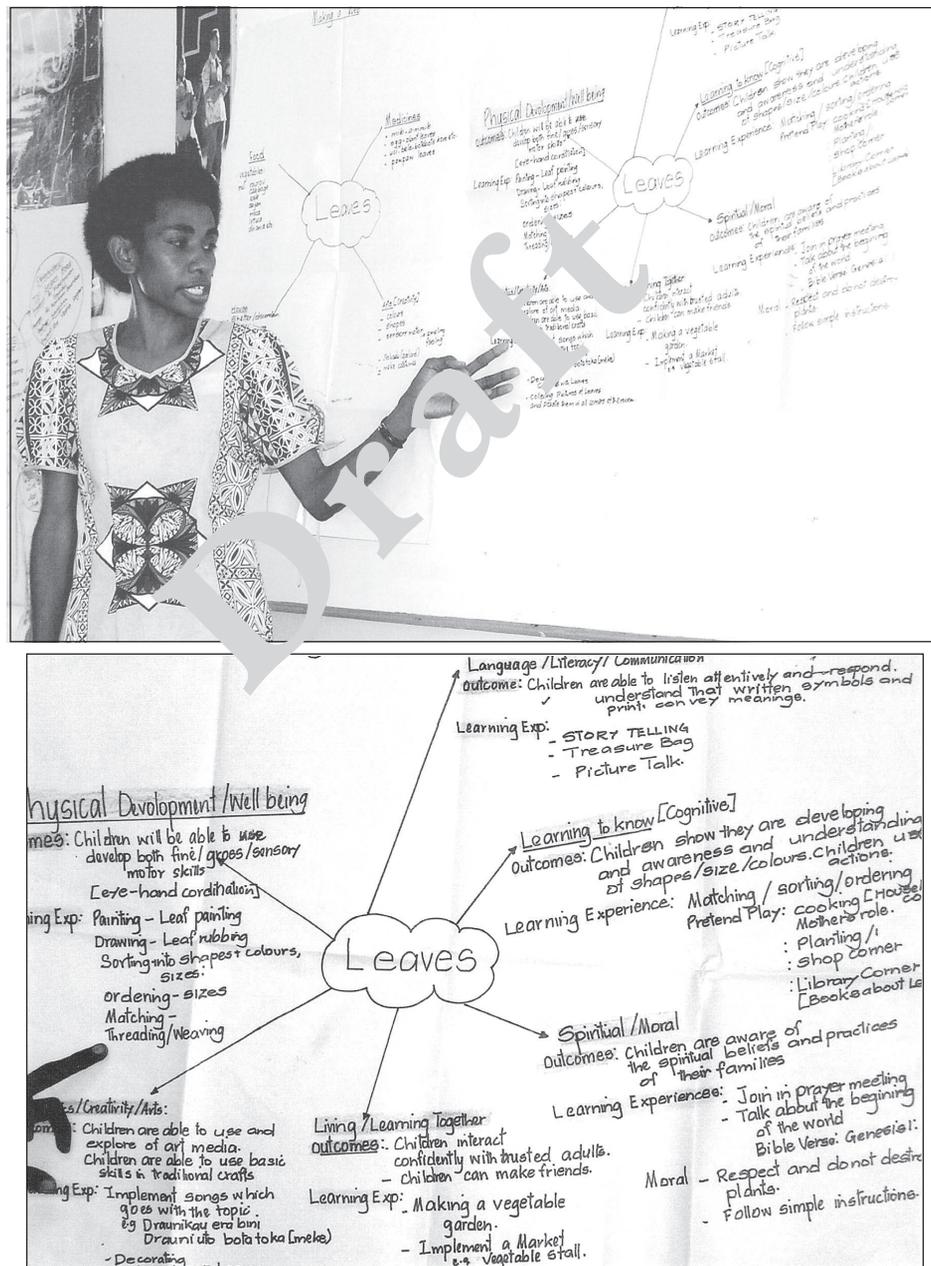
Transfer outcomes, learning experiences and other important information from the web to a weekly plan. You may have enough learning experiences on the web for several weeks. Continue it if the children remain interested.

Putting the web on the notice board or wall is a good idea. This way, the teacher and children can use it to reflect on their learning and to plan further learning experiences. A topic that engages Kindergarten children this way may continue for many weeks. Mini topics may develop from it. For example, some of the children in Litiana's Kindergarten were interested in investigating birds and farm animals. A wise teacher will keep these

interests in mind and think of ways to integrate them into the main topic – leaves. For example, some farm animals eat leaves, some leaves are poisonous for animals; birds use leaves for their nests, and get food from leaves.

Opportunities for family and community participation should be explored for all topics. A real-life experience in the community is a good way to begin exploring many topics. In the above example, Litiana has made a strong connection to the families and communities of her children by inviting the children to bring leaves from home.

Below you can see how Litiana took the web she did with the children, expanded it, and then linked it to FALD Outcomes:



**Step 5: Celebrate the learning**

If a topic has truly engaged children, then celebrating and sharing their learning at the conclusion of the topic is important. There are many ways that this can be done; for example, a morning tea, a display at the Kindergarten, school or somewhere else in the community, a meke or another cultural event.

**Using a community calendar to plan**

A community calendar is a long-term planning device that provides a rich source of ideas around which mid- and short-term planning can be organised. This approach ensures a culturally-relevant curriculum and offers many opportunities for the inclusion of families and the community. Their involvement will likely begin at the long-term planning stage as they help the teacher identify significant community and cultural events around which teachers can plan experiences throughout the year. Not all community events are suitable for Kindergarten children. Teachers should select those that provide avenues for integrated, play-based learning, using criteria similar to those outlined for selecting any topic of inquiry.

**Step 1**

Draw a circle on a large piece of paper.

**Step 2**

Divide the circle into 12 equal parts, one part for each month of the year.

**Step 3**

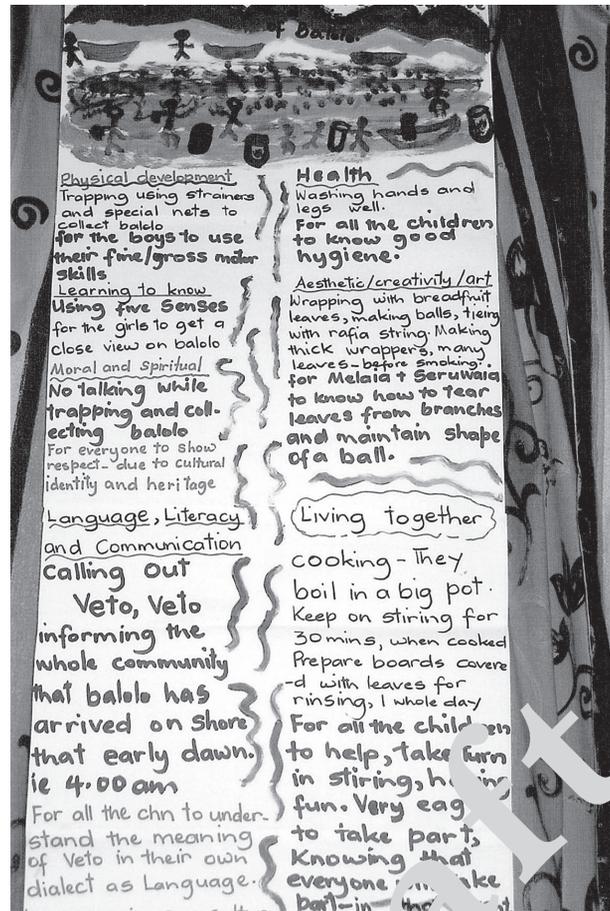
In the space for each month, write down relevant events that occur in the community and environment. Focus particularly on the changing natural environment (e.g. planting and harvesting particular crops, the kinds of fish in season such as nuqa, crabs) and on other happenings that are of interest to young children.

**Step 4**

From these many ideas, select topics that can be explored with the children.



The photograph below shows the many opportunities this approach provides for learning in and about the local community and culture. This teacher is exploring 'Fishing for balolo' as a topic.



## Reflection

Daily reflection on what happened, what worked, what needs changing etcetera is part of planning and should be done daily. Using the reflection section of the weekly planning framework (see Appendix), teachers make brief notes at the end of each day, and write these changes on their weekly plan. As the teacher reflects on children's learning and on their needs and interests, s/he identifies FALD outcomes for future planning.

Below are some reflective comments that Litiana made during and at the end of Week 1 of her topic on leaves:

WHAT WORKED	WHAT NEEDS CHANGING
<p>With the leaves we covered a lot of early Maths. Children were able to do ordering – biggest to smallest; matching – same shape, colour; sorting – food, medicine, Art/craft.</p> <p>Parent volunteers came into the centre to mend our mat (voivoi), weave a mat and make a liku vasili for meke.</p> <p>Parents' involvement made the children feel proud and confident</p> <p>Children scraped coconut leaves and made sasa brooms</p> <p>The Fijian children learnt how leaves are used by Hindus to make pooja</p> <p>Children know more about leaves</p>	<p>Attendance of the children – those who miss a day are lost in our discussions</p> <p>Listening – a few children are not listening well and disturb the other children</p> <p>Safety – need to be aware of this when children are using knives for scraping coconut leaves</p>
INDIVIDUAL CHILDREN	FOLLOW UP
<p>S has trouble listening</p> <p>M was very proud when her mother fixed the mat. She is still talking about it.</p> <p>Be, T and Su made boats out of the leaves today and were more interested in sailing their boats than in the activities I planned</p>	<p>Focus on listening skills for the whole group</p> <p>I am very happy with the way the parents are getting involved in this topic. It is something everyone can contribute to. Keep this in mind with future topics.</p> <p>I must find ways to involve children who don't attend every day. Observe and find out what they are interested in. Trying to involve them in a topic the other children have selected does not work. There must be other interesting activities and materials for them.</p> <p>If I am to become better at following children's interests I should extend the interest Be, T and Su showed in boats. Put different leaves near the water trough tomorrow and see what happens.</p>

## Keeping a reflective journal

Apart from daily reflections, all teachers are encouraged to keep a reflective journal. This is an exercise book or notebook in which they think and write about their own teaching and about issues, challenges and incidents that occur in their Kindergartens. Entries might be made weekly or even fortnightly, or when something eventful happens, as was the case for Makelesi. Notice how she has described what happened, and then reflected on it.

### **The Day of the Pet Show**

*We were all sitting down discussing what is the best pet to keep. All the children were listening attentively. A little boy suggested that a dog is a very good pet. He said that he has a dog and he plays with him all the time. Another one said that a cat is a very good pet because it kills mice. Another boy said that a goat is a very good pet too. The children were asked if they could ask their parents if they could bring their pets to school. Alipate, who was a very quiet boy, never said anything. We decided to show our pets the next day as soon as school started.*

*The next day came and all the nine children brought their pets. Alipate's pet was in a brown bag. Nobody saw it. All the children lined up and all the children showed their pets. Some came with hens with their chickens. A few brought their cats. Two boys came with their dogs. When it came to Alipate's turn he turned his sack inside out. Out jumped two big frogs. One of the girls who brought her hen with the chickens yelled and ran with her chooks back home. The other three girls in the room crowded together and started to cry. It took some time to settle everyone. The boys laughed and laughed. By the time everybody had settled the two frogs had jumped out the door and disappeared.*

#### **Reflection**

*I was quite unsettled by the incident. Frankly, I was frightened by the frogs myself. It never occurred to me that anyone would consider a frog a pet. As a teacher I have a responsibility to teach children that all animals, though some look ugly like the frog, are created by God. We must look after them and treat them with respect. I must plan a programme where I can show video tapes of different local animals and their uses.*

*After a few days, when I thought back on this incident, it made me laugh and laugh. When I remember the children's faces with their different expressions, I continue to laugh and laugh some more.*

Makelesi

Making links to the FALD in the reflection is recommended; in this way teachers can see how they are addressing the Foundation Areas of Learning and Development, both through their planned learning experiences and incidentally. Here is an example from Siteri:

**Date: 13/07/07**

What happened	Links to FALD	Teacher's comments & reflection
<p>The children all waited at the village market, so I called them to walk towards the shop. Most of them were asking, 'What shall we buy from the shop?' I said we will buy cereal. Unfortunately they didn't have cereal so we ended up buying a kilogram of rice. N helped me carry the bag of rice back to the kindergarten.</p>	<p>Living &amp; Learning Together</p> <p>Learning to Know Physical Development, Health and Well-being – Nutrition</p> <p>Living &amp; Learning Together</p>	<p>The children know their village well and are confident to wait for the teacher; they are having a learning experience together in the community</p> <p>Going shopping – using money Planning &amp; preparing healthy meals</p> <p>Children talk to and help the teacher</p>
<p>The children prepared cooking utensils like cups, saucepans, hand towels. Some of the boys collected pine cones to help in lighting the fire. Some corrugated iron was brought out from the store room and put underneath the window. Instructions were given not to get close to the edge as someone might get hurt. But Ino was concentrating on preparing the tea and walked beside the iron and accidentally hurt his left toe. He burst out crying when he saw blood gushing out, so I dashed to him and held the pressure point in order to stop the blood. While I was doing this, N thought of the lantana leaves. She ran and picked as many leaves as she could. She then squeezed them. She kept on picking the lantana leaves till we had stopped the blood. The boys didn't want to help but I understand them and asked them to come closer to the victim and comfort him.</p>	<p>Living &amp; Learning Together</p> <p>Learning to Know</p> <p>Physical Development, Health and Well-being – Safe practices</p> <p>Language, Literacy &amp; Communication</p> <p>Living &amp; Learning Together</p> <p>Learning to Know – Culture; Behaviour Physical Development, Health and Well-being – Safe practices</p> <p>Living &amp; Learning Together</p>	<p>Cooperating with each other</p> <p>Observing and exploring to find pine cones</p> <p>Explicit teaching about safety</p> <p>Ino was not listening carefully and did not follow my instructions</p> <p>Ino was very emotional</p> <p>Very, very interesting to have some children who know about local plants &amp; medicines and can help and attend minor case like this. The boys are modeling traditional male behaviour; they see this as girls' business. I want them to be caring and to know how to help in an emergency</p> <p><b>Follow up</b> We have all learnt a lot from this experience. I need to be sure children understand and follow safety instructions. Ino particularly needs to listen more carefully. We will focus on listening and following instructions next week. Everyone was interested in what N did with the lantana leaves. Perhaps we will explore a topic about local plants and their uses. This would give us lots of opportunities for learning outside, which the children really enjoy. Some of the parents could get very involved too</p>

# 7

## MONITORING AND ASSESSMENT

### Assessing young children

From the moment they enter the world, if not before, babies are measured and tested. We want to know how heavy they are, how long etcetera. Likewise, as they get older we want to know how they are learning and developing. Teachers need this information so they can plan programmes that support each child's learning and development. Early childhood teachers also need it so that they can identify children who are not developing 'normally', and seek help or early intervention.

Strategies and tools used to assess children in the preschool years are different from those used with older children. Formal assessment such as testing is rarely appropriate, although it may be used by psychologists and other professionals if there is concern about a child's development. Again, the assessment is used to identify the child's special needs and to intervene in ways that support future learning and development.

In the Kindergarten, and throughout the early childhood years, assessment is best done through informal approaches such as observing, recording and otherwise documenting what children do. Observing children in their daily activities and play can inform teachers about all areas of learning and development. There are many strategies for observing children, including anecdotal notes, running records, time samples, learning stories and checklists. Some strategies provide more information than others; some are more time consuming than others. It is important to choose a strategy that suits the purpose, to be focused and to observe across all areas of learning and development.

Other informal approaches suitable for use with young children include:

- Conversations and interviews - talking with children and parents, sometimes on specific topics
- Oral questions - talking to children during their daily activities; this may include questions to assess their understanding of particular concepts
- Work samples - samples of drawings, paintings, sculptures, writing, diagrams of block building etc
- Photographs - good photos can provide a lot of information on children's behaviour and learning

- Performance tasks - the teacher can set up tasks or games; these should be meaningful and require active interaction with concrete materials. They should be organised as part of the daily activities and not in a test situation. The teacher observes as children perform the tasks.

## Recording the information

Not everything a teacher observes can be recorded. The key is to observe in a focused way and record examples that provide rich data or evidence of learning and development. The many outcomes in the FALD should help teachers observe in a focused way.

Some basic information should be noted on all observations and other assessment items:

- The date and time the data was collected
- Child's first name (for privacy reasons, avoid using the full name)
- Age of the child in years and months
- Other children and adults involved
- The place where the observation occurred

## Suggestions

- Work out a system for taking observations; for example, you might have 5 focus children each week, paying particular attention that week to gathering observations on them. Use a rotational system so that you observe everyone over a period of time
- Record in such a way that you do not have to rewrite the observations
- Involve other staff in taking observations and discuss the observations with them
- Write the observation when it is happening or as soon after as possible
- Write only what you see and hear (be objective)
- Include the children's words
- Interpret all observations, and other assessment items, making links to FALD
- Reflect on the information, and use it for future planning
- Store the observations in children's individual portfolios

## Confidentiality

Files on children are private and confidential. They should be kept in a safe place in the Kindergarten. Access to this information should be given only to family members and school administrators. While all staff should be involved in gathering observations, only the teacher in charge of the Kindergarten should discuss the child with the family.



## Using the information

The purpose of assessment is to plan interactions and experiences that will enrich and extend each child's learning and development. Observing or gathering the data is only the first step in the process. All records (observations, samples of work etc) must then be analysed for meaning. Teachers using *Na Noda Mataniciva* are encouraged to analyse the data using the 6 Foundation Areas of Learning and Development. An example is given below. This information should then be used for planning learning experiences for that particular child or group of children.

### Sample anecdotal observation showing links to FALD

**Child's name:** Pauliasi

**Other children involved:** Litia

**Date:** 31/07/07

**Setting:** Inside the Kindergarten

Observations	Links to FALD	Analysis
<p>Several of the children were each given a coconut shell and asked to rub it on a rough surface to make the edges smooth. Pauliasi came over and asked for one too and went off by himself and started rubbing the coconut shell.</p>	<p>Living and Learning Together</p>	<p>P is able to approach the teacher</p>
	<p>Language, Literacy &amp; Communication</p>	<p>P asks politely for what he wants using his dialect</p>
<p>Pauliasi is a playful boy who hardly concentrates for long, but today he did the craft work for a long time. Litia was moving around and didn't make any effort to try, but at the end she asked Pauliasi if she could do the scraping. At first he didn't let her, but, with words of encouragement, he agreed to give her a turn. then squeezed them. She kept on picking the lantana leaves till we had stopped the blood. The boys didn't want to help but I understand them and asked them to come closer to the victim and comfort him.</p>	<p>Physical Development, Health and Well-being</p>	<p>He is developing fine motor skills</p>
	<p>Learning to Know</p>	<p>P shows he can concentrate on tasks that are meaningful and enjoyable to him</p>
	<p>Aesthetics, Creativity and the Arts</p>	<p>He is learning the skills of a traditional craft</p>
	<p>Living and Learning Together</p>	<p>P shows that, with support, he can share</p>

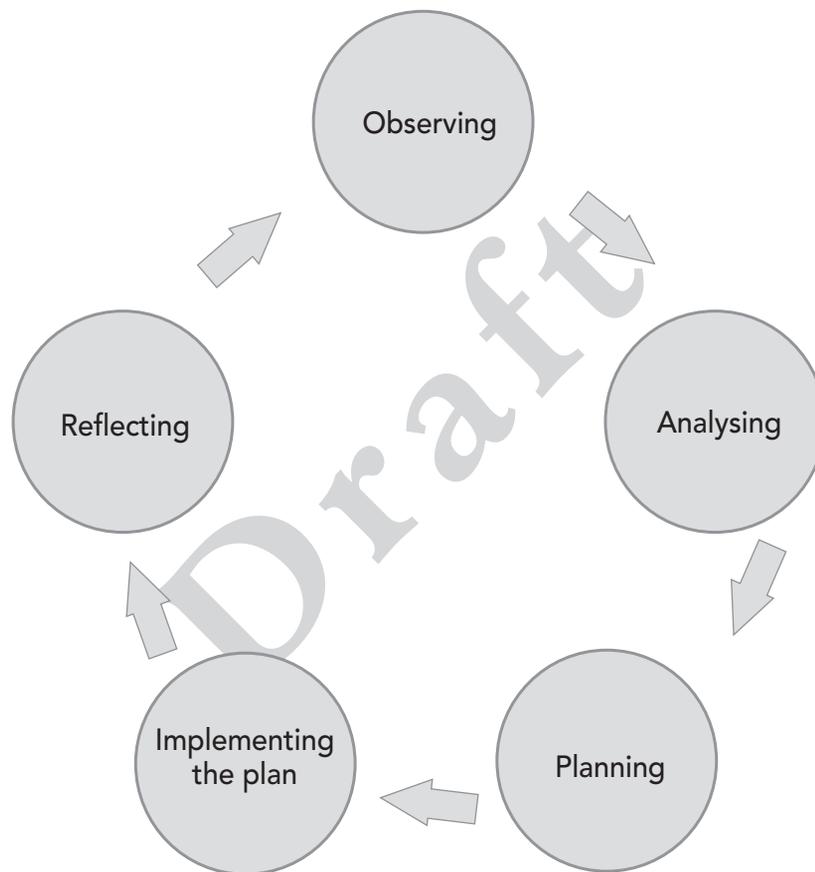
### Reflection and follow-up

I was surprised at Pauliasi's concentration. This shows me that he can concentrate for a long time if he's interested. I must provide more activities that interest him, and probably more craft work. Most of the children enjoyed the activity and are learning basic skills in a local craft. I will leave some coconut shells on a table so that children can repeat this activity in their own time if they want to.

The overall process involves a number of continuous steps:

1. Observing/gathering data
2. Analysing observations, using the 6 FALD
3. Planning, using the FALD and Outcomes
4. Implementing the plans
5. Reflecting
6. Gathering further observations

### The observation-planning cycle



## Portfolios

A portfolio is an effective way of putting together a continuous story of children's learning and development over time. As such it is a very effective assessment tool, a place to collect information on a child – observations, samples of work, and other assessment items. At the beginning of the year the teacher will need to organise a folder, scrap book or other type of storage place for each child. Information and items are added to this throughout the year. Teachers need to be selective in deciding what should go in the portfolio. Selected items should tell of significant changes in a child's development and learning, and be items of particular interest. Information from families can be included. In addition, children can be encouraged to participate by selecting pieces of work they would like included in their portfolios. In this way, families and children become involved in the assessment process, and the portfolio becomes a source of reflection from which can emerge further learning.

## Sharing children's learning

Portfolios allow teachers to share children's learning with families, other teachers and stakeholders. They provide evidence to support a teacher's verbal or written comments about each child.

Summarising the information in a portfolio adds value to it. This allows the teacher, parents and school administrators to see quickly the strengths, interests and needs of the child. The summary (or report) will need to be updated at regular intervals through the year – at least midway through the year and at the end of the year. A copy can be given to parents at these times. For example, if there are parent-teacher interviews, the teacher can talk to the parents using the summary, and show them evidence from the portfolio to support his/her comments. At the end of the year, a copy of the final summary/report should be given to the Class 1 teacher. The portfolio is best given to the parents as a record of their child's learning journey in Kindergarten.

Summaries or reports can be written in a narrative style or can be in the form of checklists or rating scales. The use of letter grades is not recommended. Three examples, using the FALD framework, appear below. Teachers can modify these to suit their situations, the ages of the children, and the families who will be reading the reports.

**Sample 1: Kindergarten Learning and Development Record**

<b>Physical development, health &amp; well-being</b>	<b>Family information</b>	<b>Learning to know</b>
<b>Language, literacy &amp; communication</b>	<b>CHILD'S NAME</b> <b>DOB</b>	<b>Aesthetics, creativity and the arts</b>
<b>Living and learning together</b>	<b>Strengths &amp; interests</b>	<b>Spiritual &amp; moral development</b>

**FOCUS FOR THE FUTURE**

**Sample 2: Kindergarten Learning and Development Record**

Child's Name		Age in years & months:
Date:		
Background information		
	<b>STRENGTHS &amp; ACHIEVEMENTS</b>	<b>FUTURE ACTION</b>
<b>PHYSICAL DEVELOPMENT, HEALTH AND WELL-BEING</b>		
<b>Physical Growth and Development</b> <ul style="list-style-type: none"> <li>• Body movement &amp; coordination</li> <li>• Using small muscles to control &amp; use tools such as crayons, brushes &amp; scissors</li> <li>• Body awareness</li> </ul>		
<b>Healthy Living</b> <ul style="list-style-type: none"> <li>• Looking after personal needs; e.g. toileting, eating, washing hands, brushing teeth</li> <li>• Following health &amp; safety rules and practices</li> </ul>		
<b>LEARNING TO KNOW</b>		
<b>Inquiry and Investigation</b> <ul style="list-style-type: none"> <li>• Is curious, and takes an interest in what is happening around him/her</li> <li>• Asks questions</li> <li>• Early understanding of the environment &amp; science concepts</li> </ul>		
<b>Representing and Symbolic Thinking</b> <ul style="list-style-type: none"> <li>• Using objects in symbolic way during pretend play</li> <li>• Using symbols in play; e.g. numbers, letters, signs</li> <li>• Represents thinking in many different ways</li> </ul>		
<b>Early Mathematics</b> <ul style="list-style-type: none"> <li>• Sense of number</li> <li>• Measurement &amp; other Mathematical concepts</li> <li>• Beginning to use the language of Mathematics</li> </ul>		
<b>LANGUAGE, LITERACY AND COMMUNICATION</b>		
<b>Listening and Communicating</b> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Responding appropriately to non-verbal and verbal communication</li> </ul>		
<b>Reading and Writing</b> <ul style="list-style-type: none"> <li>• Understanding that print conveys meaning</li> <li>• Awareness of letters &amp; sounds</li> <li>• Interest in writing</li> </ul>		

	STRENGTHS & ACHIEVEMENTS	FUTURE ACTION
<b>LIVING AND LEARNING TOGETHER</b>		
<b>Myself and Others</b> <ul style="list-style-type: none"> <li>• Confidence &amp; attitudes to self</li> <li>• Adjustment to new situations &amp; challenges</li> <li>• Friendships with other children</li> <li>• Interactions with teacher</li> </ul>		
<b>Diversity</b> <ul style="list-style-type: none"> <li>• Understanding of own culture</li> <li>• Awareness of other cultures</li> <li>• Attitudes to those who are different</li> </ul>		
<b>Emotions and Behaviour</b> <ul style="list-style-type: none"> <li>• Expressing &amp; controlling emotions</li> <li>• Behaviour</li> </ul>		
<b>AESTHETICS, CREATIVITY AND THE ARTS</b>		
<b>Music, Movement and Drama</b> <ul style="list-style-type: none"> <li>• Singing voice</li> <li>• Enjoying music</li> <li>• Expressing self through music, movement and dance</li> </ul>		
<b>Art and Craft</b> <ul style="list-style-type: none"> <li>• Enjoying &amp; using a variety of art media</li> <li>• Interest in learning basic skills in the traditional crafts of Fiji</li> </ul>		
<b>Aesthetics</b> <ul style="list-style-type: none"> <li>• Enjoying &amp; noticing beautiful things</li> <li>• Helping keep the environment clean, organised &amp; attractive</li> </ul>		
<b>SPIRITUAL AND MORAL DEVELOPMENT</b>		
<b>Spiritual Awareness</b> <ul style="list-style-type: none"> <li>• Sense of wonder</li> <li>• Becoming aware of different beliefs and practices</li> </ul> <b>Moral Development</b> <ul style="list-style-type: none"> <li>• Developing a sense of right and wrong</li> <li>• Becoming increasingly responsible for his/her actions</li> </ul>		

**NOTE:** Teachers using this form should write brief comments in each box. They should date each comment.

**Sample 3: Kindergarten Learning and Development Record**

Child's Name	Age in years & months:		
Date:			
Back Information			
OUTCOMES	BEGINNING	DEVELOPING	COMPETENT
<b>The child:</b>			
<b>PHYSICAL DEVELOPMENT, HEALTH AND WELL-BEING</b>			
<b>Physical Growth and Development</b> Participates enthusiastically in physical activities; demonstrates strength, control, balance, coordination and body awareness			
<b>Healthy Living</b> Shows independence in carrying out personal routines and is beginning to use practices that keep him/her healthy and safe			
<b>LEARNING TO KNOW</b>			
<b>Inquiry and Investigation</b> Observes, explores and investigates the environment and shows an increasing understanding of it			
<b>Representing and Symbolic Thinking</b> Is beginning to use symbols and to represent his/her thinking in many different ways			
<b>Early Mathematics</b> Is becoming aware of Mathematical concepts and is beginning to use the language of Mathematics			
<b>LANGUAGE, LITERACY AND COMMUNICATION</b>			
<b>Listening and Communicating</b> Listens, understands and responds to non-verbal and verbal communication			
<b>Reading and Writing</b> Recognises that print conveys meaning, and begins to use writing materials with purpose			

OUTCOMES	BEGINNING	DEVELOPING	COMPETENT
<b>LIVING AND LEARNING TOGETHER</b>			
<b>Myself and Others</b> Thinks positively about him/herself and is able to build positive relationships with other children and the teacher			
<b>Diversity</b> Is developing understanding of his/her own culture, becoming aware of other cultures, and beginning to accept those who are different			
<b>Emotions and Behaviour</b> Is beginning to identify and name his/her emotions, and to behave in ways that are socially and culturally acceptable			
<b>AESTHETICS, CREATIVITY AND THE ARTS</b>			
<b>Music, Movement and Drama</b> Is learning to use his/her voice; listens to and enjoys music, and expresses him/herself through music, movement and dance			
<b>Art and Craft</b> Explores and uses a variety of art media, and is learning basic skills in the traditional crafts of Fiji			
<b>Aesthetics</b> Enjoys and appreciates beauty in art, music and the world around him/her			
<b>SPIRITUAL AND MORAL DEVELOPMENT</b>			
<b>Spiritual Awareness</b> Experiences a sense of wonder and is becoming aware of different beliefs and practices			
<b>Moral Development</b> Is developing a sense of right and wrong and becoming increasingly responsible for his/her actions			

**NOTE:** When completing this form teachers should write a date in the appropriate box. For the child to be considered 'Competent' the teacher must have observed the behaviour on several occasions. The evidence will be in the teacher's observations and other assessment items in the portfolio.

# 8

## RELATIONSHIPS

### **Building trust**

**W**hen children leave the security of their homes and families to attend Kindergarten they face many challenges. Foremost among these is learning to trust the adults in their new environment. Without this trust they will not have the confidence to try new things, make friends, take risks, make choices – all essential foundations for successful learning.

A Kindergarten should be a relaxed, welcoming environment where every child is special, and every family respected. Developing strong relationships with children and families is therefore a priority for Kindergarten teachers. As you think about your daily life with children, consider how your practices, the daily routine, the resources, the room arrangement support relationships between the many people involved in the Kindergarten – between teachers and children, between children, between teachers and families, children and their families.

Overall, there should be a focus on relationships not rules in a Kindergarten. For example, when children start attending the Kindergarten accept that it takes time for some to build trust; support and give them time to settle in. Building relationships with children and families before children start Kindergarten is encouraged. This might be done through open days at the Kindergarten, home visits or weekly play groups held at the Kindergarten and attended by children and a parent or another family member.

Once children begin Kindergarten, there are many ways to help them develop trusting relationships; for example:

- welcome each child by name as s/he arrives each day
- make every child feel important and loved – get to know all children
- use children's first language/dialect, even if it is just a greeting or a few words of welcome written at the entrance
- let children see you respect their families
- learn about each child's culture and make the curriculum inclusive of all cultures; e.g. include cooking utensils in the home area, have photos and pictures around the room, include songs and games from the children's cultures
- put photos of children around the room

- give children a place to put their personal things
- help children make friends
- talk and listen to children
- support children, rather than punish them, when they make mistakes; they are learning how to behave just as they learn concepts and skills in other areas such as Maths or language
- let children feel they own the centre and have some control over what happens there; involve them in making simple rules
- work out a strategy for observing and planning for all children
- involve children and families in portfolio development



## Friendships

Within a secure and trusted Kindergarten environment, children gain confidence and develop the many social skills that will enable them to make a successful transition to school. Being able to make friends is foremost among the social skills necessary for happiness and success in school and throughout life. While most Kindergarten children make friends easily, some may need considerable help. Teachers should be on the alert for children who are lonely, or may be excluded by other children because they are different in some way. These children need help. Likewise, the other children must be encouraged to accept and include all children regardless of their differences.

Learning each others' names through songs and games can be a regular activity that helps create a sense of community or togetherness in the Kindergarten. The learning environment too can be a powerful source of incidental learning. It should reflect every child who attends the centre. At times, teachers may need to intervene more explicitly; should they hear or see behaviour that is offensive or discriminatory they must respond – not through punishment but by talking to the offending children or to the whole group, and following up with some learning experiences that help children develop positive attitudes towards each other, and towards differences generally.

## Relationships with families

Although a teacher's main task is to work with children, the needs and interests of young children are best met if parents are involved. Teachers who accept this partnership help ensure that the programme addresses the needs of each child, and that learning and development are supported at home. Through partnerships with families, children are likely to develop positive self esteem, pride in their families, have less discipline problems, and become happy and confident learners. Moreover, families that get involved in early childhood programmes are likely to develop positive attitudes towards education and better understanding of the education process. This forges closer links between home, the early childhood centre and the community, and provides pathways for continuity in children's learning and development.

There are many ways that parents, other members of the family, and the community can be involved in early childhood programmes. The onus is on the teacher to build relationships with families and explore ways that each might be able and willing to be involved. For example, parents and other family members might:

- Serve as members of the Management Committee and take active roles in the management of the centre
- Become actively involved in government working committees and thus have a say in policy and decision-making related to early childhood
- Assist with the daily programme by preparing materials, supervising activities, reading or telling stories, myths and legends, teaching songs or playing particular instruments such as the guitar, ukulele, drum, mouth organ, lali or dholak
- Teach traditional dances, songs, and craft to the children
- Collect natural and recyclable materials for use in the programme
- Communicate with other parents that the teacher finds difficult to reach
- Share skills and knowledge with other parents through workshops at the Kindergarten
- Observe children at play and become better informed about how their children are learning and developing; they can then offer appropriate support not only at the centre but also at home
- Attend capacity building workshops as those on child development, behaviour management, child abuse and neglect, Convention for the Rights of the Child

- Participate in working groups to mend children's library books, repair infrastructure, mend toys and equipment, clean the compound, repair or construct outdoor equipment
- Attend parents' association meetings
- Assist during children's concerts and other performances

There are many levels of involvement. Teachers can encourage parents to be involved at a level that meets their particular needs, availability and capacity. At the same time, the home-Kindergarten relationship must be founded on families' strengths, not their weaknesses. Parents and teachers can draw on each others' strengths and knowledge to provide the best possible programme for the children. Without this partnership, Kindergartens will find it very difficult to achieve their ultimate goals.

### **Communicating meaningful messages**

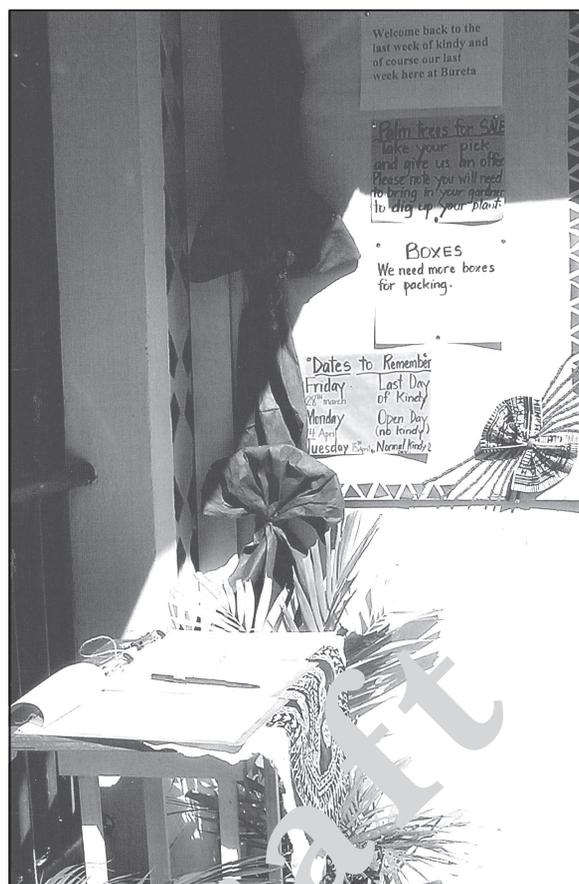
As early childhood expands in Fiji, clear messages about early childhood care, development and education need to be communicated to families and the wider community. Every Kindergarten teacher has a role to play in this. While some teachers may speak out at open forums and at national events, for the majority of teachers the messages come through their daily communication and practice.

In a previous chapter, there was mention of the messages given out by the Kindergarten environment. There are also quite explicit messages that teachers may want to give families and the community; e.g. messages about play, about early literacy, and indeed about this curriculum and realistic expectations for Kindergarten children's learning and development.

### **How will you communicate this information?**

There are many ways of communicating with families, and these will vary according to the context. What works in an urban Kindergarten may not work in a village situation, and vice versa. Teachers need to be clear about the messages they want to convey, and use strategies appropriate for their situation. They must at all times be respectful of local knowledge and practices that have been passed down from generation to generation. At times they might accommodate the old ways, at other times, they will need to rationalise new ways.





*An attractive notice board and a sign-in book welcome families at this Kindergarten in Suva*

## **Kindergarten – school relationships**

A new and exciting movement is afoot in Fiji! Kindergarten and Class 1 teachers are starting to work together. Kindergarten and Class 1 teachers are visiting each others' classrooms, talking together and learning from each other. We believe children and teachers will be the beneficiaries of this movement. Kindergarten teachers will be less isolated, Class 1 teachers will become better informed about developmentally-appropriate practice in the early years, and children will experience a smoother transition to school and a richer, more successful school life. We hope you too will reach out and start building these relationships.

## **Relationships with Management**

The roles of Kindergarten Management and Kindergarten teachers should complement each other. While teachers are responsible for all decisions relating to the children's programme, the Management Committee has many duties that influence the quality and effectiveness of the programme. These duties are spelt out in guidelines for Kindergarten Management, and are summarised below:

The management committee will work in partnership with Kindergarten teachers, families and the community in:

- Acquiring the land or property for the centre
- Developing a Constitution for the centre
- Constructing a building[s] if not already in place
- Getting the Kindergarten established and recognised by the Ministry of Education
- Developing employment regulations and contracts for staff
- Developing enrolment policies and procedures for the centre
- Purchasing and maintaining equipment and materials
- Ensuring security of the Kindergarten building and property
- Planning the annual budget
- Organising fundraising, working bees, parent and community meetings
- Drawing up a staff salary structure, and paying the teachers
- Regularly working on maintenance of infrastructure and grounds

Teachers-in-charge are expected to make monthly reports to the Management Committee. In these, teachers have opportunities to share information on their programmes so that Management become better informed about early learning and development, as well as hear about the specific needs of the centre.

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# 9

## TRANSITION TO SCHOOL

### Starting school

Starting school is an exciting time for most young children. It is a major milestone in their lives and a time for new experiences, opportunities and friendships. Nevertheless, this dramatic change in their lives can cause considerable stress and anxiety. How well parents and teachers support children in this time of transition can have major implications for their success and happiness at school and beyond.

For children coming from rural settings to urban schools, or the reverse, starting school can be a particularly daunting experience. This is especially true for children who leave their families in villages and rural settings to attend urban schools, or urban children being sent to attend village schools and stay with grandparents or extended families. This is a reality for many children in Fiji. Not only do these young children have to adapt to the environment and culture of the school; they have to do it in the absence of their immediate families.

Children's prior to school experiences also vary dramatically in Fiji. Although there has been an expansion of Kindergarten and other early childhood programmes, the majority of children do not have access to, or attend, an early childhood programme prior to school entry, or may attend for only one term. Poverty also greatly influences the early learning and development of many children, and their readiness for school. It can affect their health, brain development, behaviour and academic achievements. Families with low income have other more urgent needs to attend to and thus the children's interests and enthusiasm for learning are often pushed aside. In fact, low income families tend to have very different priorities.

Overall, this means that children starting school in Fiji have enormous differences in their pre-school experiences and hence in their needs as early school learners. Looking at the individual needs of children starting school is therefore a priority for Class 1 and Head teachers.

Whatever the context, children require a supportive and caring environment when they begin school. A supportive and caring environment is one in which the curriculum and teaching practices are developmentally and culturally appropriate, where there are

connections to families, Kindergartens and other early childhood programmes, and where each child can continue to grow, develop and experience success.

## Getting ready for school

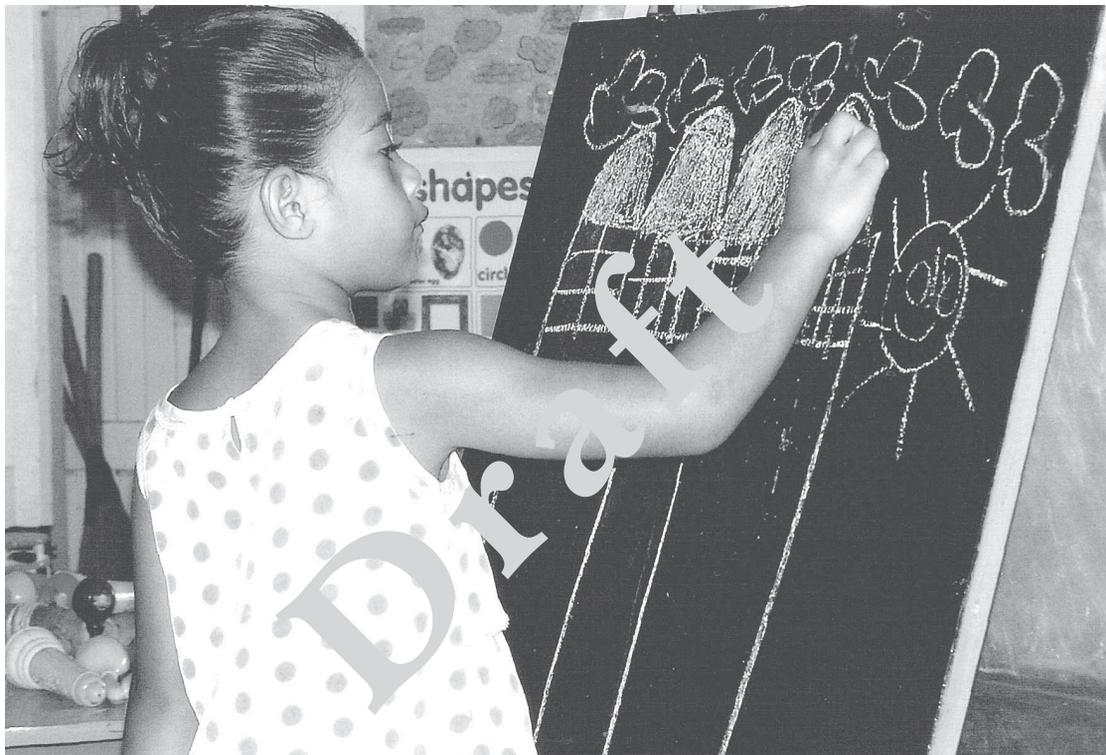
When children start school they are already successful learners. If they have been in caring family environments, their natural disposition to learn will have ensured that they have developed in all the foundation areas of learning and development – physical, cognitive, language, social, emotional, creative and spiritual. What is needed at this point is a smooth pathway from their learning at home or at Kindergarten to learning at school.

Unfortunately, for many children, the pathway is far from smooth. It becomes a rough and bumpy ride into unfamiliar territory. When they arrive some are quickly labelled ‘not ready’, or ‘problems’, and may become early failures in the school system. Some may even be denied entry to a school on the basis of a readiness test. The perception of those administering these tests is that to be ready for school a child must be able to accomplish set academic tasks which have been determined by the Class 1 and/or Head teacher. In these situations, decisions about readiness are based on the children’s abilities to speak, listen, follow directions, pay attention, answer questions about a picture, write their names, recite their addresses, telephone numbers [if any] and do simple mathematical addition and subtraction. The child’s admission to a particular school will be dependent on his/her test performance. When denied admission, the parents are usually told that their child is ‘immature’ and ‘not ready for school’, as in the following scenario:

*My granddaughter was looking forward to going to school after Kindergarten. Her parents had applied for a place and were asked to take her for an interview. Two weeks later the parents went to school to check her interview result. The Head teacher’s reply was that she did not get through. Her parents asked for the reasons and were told that she could not shape her letters and numbers. The Head teacher also added that my granddaughter could not put the alphabet and numbers in order. She jumbled both her letters and numbers when writing.*

*I asked the parents about the process of the interview. They said she was taken into the room for the interview without them being present. The parents were very disappointed with the process, and did not want to tell their child the result. They just told her they would take her to another school. She is now attending Class 1 there (no interview required), and after one term is doing very well with her writing and counting.*

The increased focus on early learning and development can lead families, teachers and other administrators into thinking that children need an academic, teacher-directed Kindergarten curriculum. In response, some teachers are forcing a downward movement of the primary curriculum into the Kindergarten. Many do this to accommodate parents' wishes for their children to become proficient in school learning as early as possible, or so they can pass the school entry test. For example, friends of the above family were sitting each night with their Kindergarten child, rigorously 'training' her in the skills needed to pass the test. 'Her Kindergarten was a gruelling experience for her and her mother who would stay up in the night to help her daughter learn the alphabet and numbers 1-100.'



Extensive research from around the world suggests this emphasis on academic learning in Kindergarten is misguided. A child's readiness for school depends on readiness in five areas:

- Physical well-being and motor development
- Social and emotional development
- Approaches to learning
- Language development
- Cognition and general development

There is also evidence that children who have attended a Kindergarten with this holistic focus are more ready to learn, have the social and emotional skills required of the school environment, and have enhanced language and cognitive skills. *Na Noda Mataniciva: Kindergarten Curriculum Guidelines for the Fiji Islands* supports and encourages this broad definition of readiness. It offers a holistic approach to teaching and learning in Kindergarten, with a focus on active, play-based and child-centred learning. We believe that children who engage with this curriculum will be well prepared for school, not just academically, but in all areas of learning and development. At the same time, the Outcomes included in the curriculum are guidelines only for what children might know and be able to do by the time they enter school. Given the great diversity of prior-to-school experiences for children in Fiji, it cannot be expected that all will travel at the same speed or reach the same milestones at the same time. Learning is not a race, but a journey to be enjoyed.

#### **Ways families can help**

- Talk positively to children about school
- Visit the school with the child
- Go shopping with the child for a school bag and other essential items
- Enrol children in Kindergarten for a year
- Get involved in the Kindergarten and school

#### **Ways Kindergarten teachers can help**

- Provide children with a curriculum that addresses all areas of learning and development, and that is child-centred and play-based
- Conduct workshops about early learning and development, and inform families and communities about appropriate teaching and learning in Kindergarten
- Give families and communities information that helps them prepare children for school
- Monitor children's learning and development through regular observations
- Encourage children to become independent
- Establish a working relationship with the Class 1 teacher
- Take the children to visit the school, Class 1 teacher and classroom
- Encourage playgroups at the Kindergarten, attended by parents with their young children



## Preparing schools for children

Readiness is not only about preparing the child for school. Schools must also prepare for children. All the gains made during the preschool years may disappear very quickly if children do not have a smooth transition to school, or if the school curriculum and approaches are inappropriate.

While schools and teachers may face many challenges, an understanding of the needs of young children starting school can help them respond to the children in ways that support a successful transition to school.

### Ways Head teachers can help

- Put very good, experienced teachers in Class 1
- Reduce class sizes in Class 1 where possible
- Work with Class 1 and Kindergarten teachers, Management and families to develop transition programmes; e.g. visits by Kindergarten children and their parents to the school, home visits, visits by Class 1 teachers and children to the Kindergarten, social events
- Encourage parent helpers and other adults to help in Class 1, especially at the beginning of the year
- Locate the Kindergarten near the school and include the Kindergarten teacher, children and families in the life of the school
- Review admission and enrolment practices
- Work with families and the community to encourage attendance at Kindergarten

### Ways Class 1 teachers can help

- Talk to the Kindergarten teacher, read the Kindergarten Curriculum Guidelines, and develop an understanding of what a good Kindergarten programme looks like
- Use active, child-centred teaching and learning approaches
- Become better informed about child development and early childhood approaches
- Make the curriculum developmentally-appropriate and relevant to the children and their individual needs
- Integrate the language and culture of the home into the curriculum
- Group children so that they can interact and support each other

*When asked about the qualities of Class 1 teachers, parents in Fiji emphasised that they should be:*

*Caring, gentle, patient, friendly, humble and know how to handle small children.*

*Some also talked about the need for Class 1 to be more informal, like the preschool*

- Visit the Kindergarten
- Use all the space available for learning experiences, both indoors and outdoors
- Make resources from local and recycled materials, especially where resources are limited
- Monitor children's learning and development in appropriate ways

As children begin school, a challenge for Class 1 teachers is to find out about each child. The most effective ways are observing children and talking with them and their families. Time spent observing children learning in informal contexts will lead to more appropriate approaches and environments, and hence to greater success for children at school. All children are different, and all are ready to learn from birth. Matching learning experiences to the child's level of understanding, and supporting a child's learning, are critical for ongoing successful learning in the school environment.

*When asked to reflect on their experiences of starting school, Class 1 children said they were nervous, anxious, excited, crying.... While most said they were now happy at school and had friends, they spoke about wanting more playing time.*

*Two challenges consistently highlighted were bullying and having to learn in languages other than their mother tongue – meaning standard Hindi or Fijian, or English. The problem of bullying was raised by many children. Concerned by his daughter's distress over bullying, one child said her father taught her to punch. When the bully next approached her she gave him a good one!*



## Working together

The way forward lies in working together. Kindergarten teachers, families, Head teachers, Class 1 teachers, community stakeholders such as health personnel can work together to ensure that children starting school are healthy and well-prepared for a successful school life, and that schools are prepared to receive and support these young active learners. An approach that involves care, education, health and nutrition has been found to be most effective in terms of preparing children for this journey.

The National Curriculum Framework and the Kindergarten Curriculum Guidelines offer strong support by providing continuity across the early childhood years. Because the FALD framework will be used from Kindergarten to Class 2, children in Fiji will have a continuous and appropriate early childhood curriculum that will link with Key Learning Areas (KLAs) in Class 3. This should ensure more successful school and lifelong learning for the children of Fiji.

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Learning is not a race, but a journey to be enjoyed.



# Appendix

## Sample planning forms

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**SAMPLE 1: WEEKLY PLANNING FORM (page 1 of 3)**

Date:

BLOCKS	TOPICS OF INQUIRY	LANGUAGE & LITERACY
ART	KEY FALD OUTCOMES	INVESTIGATIONS IN MATHS & SCIENCE
MUSIC & MOVEMENT		DRAMATIC PLAY
GAMES & PUZZLES	FOCUS CHILDREN	WATER, SAND & OTHER SENSORY EXPERIENCES





Na Noda Mataniciva

Humare Moti

**SAMPLE 1: WEEKLY PLANNING FORM (page 2 of 3)**

		INVOLVEMENT OF FAMILIES AND THE COMMUNITY				
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>PHYSICAL DEVELOPMENT, HEALTH &amp; SAFETY</b>	<b>Large group experiences</b>					
	<b>Small group experiences</b>					

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**SAMPLE 1: WEEKLY PLANNING FORM (page 3 of 3)**

**REFLECTION**

<p><b>WHAT WORKED</b></p>	<p><b>WHAT NEEDS CHANGING</b></p>
<p><b>INDIVIDUAL CHILDREN</b></p>	<p><b>FOLLOW-UP</b></p>

Draft



**SAMPLE 2: WEEKLY PLANNING FORM<sup>1</sup> (page 1 of 2)**

Date:

Topics of inquiry:

<b>Key FALD Outcomes</b>					
<b>Focus children</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Language</b>					
<b>Investigations in Maths &amp; Science</b>					
<b>Art</b>					
<b>Dramatic play</b>					
<b>Music &amp; movement</b>					
<b>Water, sand &amp; other sensory experiences</b>					
<b>Blocks</b>					
<b>Games &amp; puzzles</b>					
<b>Physical development, health &amp; safety</b>					

<sup>1</sup> This format may suit teachers who want to use the programme book distributed to schools. Adapt the learning areas to suit your own situation.

**SAMPLE 2: WEEKLY PLANNING FORM (page 2 of 2)**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Large group experiences</b>					
<b>Small group experiences</b>					
<b>Involvement of families and the community</b>					
<b>REFLECTION</b>					
<b>WHAT WORKED</b>			<b>WHAT NEEDS CHANGING</b>		
<b>INDIVIDUAL CHILDREN</b>			<b>FOLLOW-UP</b>		

# Glossary

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## **Aesthetics**

An awareness and appreciation of the beauty found in nature and in creative works such as art, music and dance. Teachers support children's aesthetic development when they encourage them to use all their senses to experience and respond to the world around them; e.g. watching rain drops on a window, splashing in water, touching and smelling the petals of a flower, moving to the beat of traditional music.

## **Anecdote**

Used in early childhood, it refers to a written description of an incident in a child's behaviour. Teachers observe an incident; e.g. 2 children playing and talking in the home area, and write down what they heard and saw. It is written after the event and is usually short. Teachers then analyse the anecdote for what it tells them about a child's learning and development, and use the information for planning future learning experiences.

## **Assessment**

Assessment is the process of finding out about a child's learning, development and behaviour using a variety of strategies.

## **Authentic assessment**

Refers to assessing not only cognitive and academic achievement, but development and learning in all areas. Authentic assessment involves observing, recording and otherwise documenting what children do, and using this information to make judgments and plan for children's future learning and development.

## **Autonomy**

From about 2 years of age, most children want to do things for themselves – i.e. to be autonomous. This is when they may resist holding a parent's hand to cross the road, or may get frustrated and throw a tantrum because they cannot do something. Cultures vary in the extent to which they encourage autonomy or independence in young children. However, it is generally agreed that preparation for Kindergarten and school should include encouraging children to do things for themselves; e.g. toileting, opening lunch boxes. Independence in self help skills is a foundation for independent learning whereby children learn to do things without always seeking the help of a teacher. Instead they may seek the help of other children.

## **Child development**

This refers to changes in a child over time. It is more than growth, which refers only to physical changes. Development refers to changes in all areas – physical, social, emotional, cognitive, language, creative, spiritual.

## **Chronological age**

This refers to a child's age in years and months, as opposed to developmental age, which is a child's level of development. For example, a child may be 4 years of age but his/her level of development might be like that of a 6 year old, or a 5 year old might be performing like a 3 year old. Teachers are encouraged to observe children and find out their level of development, and plan for this, not for their chronological age.



**Cognitive development**

Development related to thinking, remembering, knowing and other mental processes.

**Discriminate**

This simply means to tell the difference between things. However, when used in relation to people it generally refers to singling people out on the basis of their race, gender, religion etc. and treating them differently because of this.

**Early childhood**

This is generally accepted as the phase of development between birth and 8 years of age.

**ECCDE**

Early Childhood Care, Development and Education. This is an overarching term for all programmes for children 0-8 years of age in Fiji (e.g. Kindergarten, daycare, playgroup, Classes 1 & 2). It includes informal programmes for babies, young children and their families.

**Explicit teaching**

A teaching strategy used to give very direct or precise information to children; e.g. health and safety rules. This strategy can also be useful when children are being introduced to something for the first time.

**Focus children**

These are the individual children that a teacher may observe and plan for during a day or week. Early childhood teachers are encouraged to identify 'focus children' in all their plans, as well as planning for the whole group.

**Holistic**

Used in relation to the development of the child in all areas – intellectual, language, social, emotional, physical, spiritual, creative.

**Integrated learning**

Learning experiences that include a focus on many areas of learning and development rather than one particular area such as language.

**Learning centre**

This can be a regular area in the room, such as dramatic play or blocks, or a table space with a particular curriculum focus such as Science. It can also be related to a topic, with a variety of hands-on materials and play-based activities.

**Learning experiences**

In Kindergarten, the term 'learning experience' is used rather than 'lesson' to describe experiences planned for children's learning and development. Many learning experiences are quite informal, such as placing a selection of materials in the sand pit; others may be more structured such as planning for music and movement with a group of children.

**Perceptual-motor development**

This is an aspect of physical development. It includes development of the senses (hearing, sight, smell etc) and body awareness.

**Portfolio**

A collection of children's work, and other information about children, which, when analysed, is an assessment tool that teachers use to make judgments about children's learning and development.

**Prejudice**

Unfair judgment, bias or discrimination

**Repertoire**

This is a collection of some kind; e.g. a teacher may have a repertoire of stories or games or teaching strategies from which they can select.

**S/he**

This is an abbreviation of 'she or he'.

**Socio dramatic play**

Socio dramatic play is pretend or imaginary play that involves children negotiating roles and interacting with each other.

**Spatial**

This comes from the word 'space'. As children become aware of their bodies, they are also learning how their bodies occupy space. They learn concepts such as under, over, behind, and the words to go with these concepts. This is called spatial development.

**Spontaneous incidents**

These are the unplanned events that occur through a day and which provide opportunities for teaching and learning; also called 'teachable moments'.

**Strand**

A part or component of something. Each FALD in the curriculum guidelines is divided into strands and each strand is then divided into sub strands. Sub strands are parts of strands.

**Transition**

Refers to a shift or movement from one place to another. Often used in relation to children moving from home or Kindergarten to school; hence the term 'transition to school'.

**Transition activities**

Early childhood teachers need to manage the movement of children between activities; e.g. the time between a group activity and snack time. They use short activities such as songs and games which are called transition activities.





Na Noda Mataniciva

Humare Moti

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