

2024

Quality Improvement Plan for

Hallett Cove Karrara Kindergarten Hallett Cove Karrara Kindergarten

Site number:

3645



Service name

Hallett Cove Karrara Kindergarten

Service address

45 Barramundi Drive, Hallett Cove

Service approval number

3645

Acknowledgment of Country

We acknowledge the Hallett Cove Karrara Kindergarten people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.



Service context

Hallett Cove Karrara Kindergarten is a large, open and inviting Kindergarten with well-maintained learning environments, quality resources and an enthusiastic staff team. The preschool program coincides with South Australian school terms and is guided by the Early Years Learning Framework, Indicators of Preschool Numeracy and Literacy and the National Quality Standards. The Kindergarten offers two group sessions, Monday, Tuesday, Friday odd weeks, Wednesday, Thursday, Friday even weeks.

We are on Kurna native -titled land and have a strong positive relationship with Uncle Tamaru, a local Kurna Elder. We have been walking side by side with Uncle Tamaru since 2022, learning from each other in community engagement, developing a sense of belonging, we learn about the native flora and fauna, building wodli's, gathering sites, scar trees, hunting and gathering, Kurna songs and games, Tjilbruke Dreaming and how the environment can sustain us. Uncle Tamaru worked together with us planting bush tucker plants and created a reconciliation walk in our outdoor garden. In 2022/2023, a highlight of our program was our nature play adventures. We visit Hallett Cove Conversation Park and beach and explored Warraparinga. We walk to Hallett Cove East Primary School and visit the library and the Hallett Cove Lions Club supports us in various events. We teach children to be environmentally responsible and promote engagement and opportunities in growing and preparing food, waste reduction, composting, worm farming and recycling. We teach children about the Seasons and which vegetables to plant at what time of the year. The children are responsible for watering the garden, pulling out weeds, taking out the vegetables once they are ready and prepare the food we grow to eat. We borrow animals from the Nature Education Centre each term. The animals we select come from the children's inquiry, questions, and interests.

Group times are structured in intentional ways to specifically target the curriculum. These group times consist of a mixture of small and large group learning and allow for peer learning, co-learning, and co-constructing with teachers. All group times (particularly small groups, which see children grouped in terms of individual learning goals) provide opportunities to challenge and stretch children's thinking. Curriculum topics are open ended and child voice drives the direction of the learning. Staff and children work together to brainstorm, vote, think, collaborate, design, implement and reflect upon learning spaces and experiences. We take the children on excursions to the theatre to support our Arts learning outcomes.

Playgroup is offered at the centre every second Friday for Kindergarten families and community members. This allows children to familiarise themselves with the centre, staff, and resources before beginning their Kindergarten year, and allows parents to meet in a safe, rich environment and build a strong and positive relationship with the centre. Our children transition to our main feeder schools which are, Hallett Cove East Primary School, Hallett Cove R-12 School and St Martin's De Porriss. We work together with the Hallett Cove East OHSC service providing families with morning and afternoon care.



Statement of Philosophy

Hallett Cove Karrara Kindergarten Philosophy

Karrara children have a right to "play, learn, be safe, have fun, make friends, be kind and have diverse and engaging experiences".

The Hallett Cove Karrara team believe that children are competent, curious and capable. We acknowledge each child's potential and desire to learn. We continuously reflect on our teaching pedagogy and practice to ensure that we are continuously evolving.

We value play-based learning. We program for innovative and inspiring experiences that encourage children's multiple ways of thinking and problem-solving skills. As children learn through inquiry, educators listen to children and transcribe their questions, conversations about their interests and prior knowledge to develop their research, wonderings, hypotheses, theories and discoveries about their world. We develop documentation as a shared learning journey between educators, children and families.

We believe that children co-construct learning through collaborative interactions with each other. We encourage children to express themselves through verbal and written communication - e.g. drama, drawing, painting, building, sculpture.

We believe that the environment is the third teacher and children learn through risk-taking and their surroundings, both indoors and outdoors. We provide children with open-ended resources that challenge their thinking and inspire their curiosity for learning.

We support children's well-being and relationships by integrating approaches such as the Zones of Regulation and the Kimochi program.

Children learn on Kaurna Land and we teach them to care for Country, our plants and animals through a sustainable program. We value partnership with families, the local school, TAFE and University students, and Kaurna elders. We walk side by side in children's learning, both within the Kindergarten and the community.

