

**Grunthal Christian Preschool**  
**Curriculum Statement**

At Grunthal Christian Preschool we believe that curriculum refers to how we organize opportunities for children to learn throughout the day. Curriculum includes interactions, environment and experiences. The curriculum at the Grunthal Christian Preschool is a child-centered curriculum.

**Interactions** - Each group of children has a primary caregiver through the day. This enables each staff to get to know their children on an individual basis and to develop nurturing relationships. Staff recognizes that each child is unique and responds to their individual abilities and interests. Staff members build relationships with the children by asking meaningful questions about their day, their family, their interests, their feelings, etc. Peer interactions are encouraged by posting individual artwork, photos and by allowing “show and tell” times. Group games and discussions are promoted by staff. We are an inclusive center and believe that children learn from one another. Differences and similarities are also celebrated in circle time interactions. Interactions with parents are promoted by verbal communication about their child’s learning and development. Such information is also shared by placing art activities for easy viewing, daily journals, newsletters, posting photos of children and by placing each day’s schedule on a bulletin board outside the child’s room.

**Environment** – We believe that children learn while they play. For example, as the children play in a “store” they will be learning to count, to work as a team, etc. We make the environment rich with opportunity to explore many areas. The physical environment of the daycare includes a variety of centers for dramatic play, science, large motor, fine motor, blocks, art, etc. There are areas for large group activities as well as areas for quiet activities. The environment invites participation by having materials placed out on tables for easy access. Changes are made to the environment based on what the staff members have observed as the children play. If they are no longer engaging in an activity, it is replaced with one of an identified interest. The outside environment includes a large outside playground that includes a structure, large hill, culverts as well as natural gardens where the children are able to plant items of their choice.

The caregivers create an inviting environment by having soft music playing, by singing, humming and talking with children. Although each group has a schedule there is always room for flexibility if the children’s interests are not consistent with

that schedule. When children are doing things that are meaningful to them they are more motivated to learn.

We create a home like environment by posting photos of the children's family, by inviting children to bring articles from home at special times, and by sitting at the tables with the children during activities, lunch, etc.

We also incorporate the community as a part of our environment. The children go for walks in the community. We annually invite the local firemen into the nursery school to educate the children on safety issues. Staff are always looking for new opportunities to include our community in their environment.

**Experiences** – We include both spontaneous and planned experiences in our curriculum. While the children play, staff members observe and document for the purpose of supporting their play by introducing props, art materials, or whatever is needed to enhance their learning experience.

For example, a child discovered a frog on the playground. This led to the children in the group talking about frogs, pretending to be frogs, etc. The staff then supported the interests of the children by providing an art activity on frogs. A high value is placed on process rather than product in art/craft activities. This means that the end result will have been the child's creation rather than projects that all look alike.

Another staff observed that the children in her group were always banging on things – the table, the toys, etc. She prepared a musical experience for her children that included drums, bells and other rhythmic opportunities.

Creating a dynamic curriculum involves interactions, observations and implementation of what the children have shown their interests are.