THE COMPETENCIES CHILDREN ACQUIRE

According to the new curriculum, children learn how to be independent, cope with different situations and develop a sense of responsibility. They master the skills needed to safely explore their environment, accept others and be accepted. Children are encouraged to take notice of the world around them, to be observant of details, and to be inquisitive and creative. By being part of a peer group, kindergarten and community, children learn to take responsibility for themselves and others, as well as for their environment, and to contribute to their community. Children learn about different cultures and gain knowledge in different areas; they develop basic literacy and devise creative ways to process their experiences, thoughts, ideas and knowledge.

EXPERIENCES OF PRESCHOOL TEACHERS WHO PILOTED THE CURRICULUM

We feel so much more connected – children with children, preschool teachers with preschool teachers, children and preschool teachers, children, preschool teachers and parents. We talk much more openly, find different ways of learning together, adapting to social changes and engaging with the community.

Children have a greater opportunity to take initiative and contribute with ideas. Preschool teachers and children explore together, which is mutually beneficial. Children explore their own interests, rather than those imposed on them by others.

With the support of
The LEGO Foundation
THE PRESCHOOL CURRICULUM FRAMEWORK DOCUMENT

THE RELATIONSHIP-CENTRED PRINCIPLE
In developing the curriculum, the preschool teacher focuses on creating an enabling social and physical environment; thus ensuring safety and continuity, encouraging child participation and preschool teacher engagement in play, and nurturing relationships of respect, collaboration, responsibility and solidarity.

THE VITALITY PRINCIPLE
The preschool teacher focuses on building a community of children and adults, peer bonds and ties with families and the community, creating learning opportunities based on experiences, authentic interests and relationships, needs and initiatives, problems and issues, and events and developments in the group and the community.

THE INTEGRATION PRINCIPLE
The preschool teacher focuses on creating learning opportunities as children's integrated experiences based on what children do (actions) and what they are exposed to (interactions), rather than based on previously planned individual activities.

THE AUTHENTICITY PRINCIPLE
The principle of authenticity involves an individualized approach to every child with a simultaneous focus on supporting the inclusion of every child in the peer community, and joint activities.

THE ENGAGEMENT PRINCIPLE
In developing the curriculum, the preschool teacher focuses on situations and activities that support children in learning through their own activities, engagement, initiative and freedom of choice.

THE PARTNERSHIP PRINCIPLE
The preschool teacher focuses on the perspective of children and their families – their opinions, ideas, initiatives and decisions. Families are involved in different ways and ties are built with the community.

THE QUALITY OF RELATIONSHIPS
Children develop through interaction with the physical environment, peers and adults in everyday situations. These interactions are the driving forces for progress and learning.

THE IMPORTANCE OF THE PHYSICAL SPACE
The physical space can inspire and stimulate children to play, explore, cooperate and learn. It is a vital part of the curriculum concept, and preschool teachers must continue developing, rethinking and innovating the space by adding new content.

LEARNING THROUGH EXPLORATION AND PLAY
In their interaction with preschool teachers and peers, through play and life situations, children are encouraged to explore, reflect, experiment, ask questions and actively engage in their own learning and development.

COLLABORATION WITH FAMILIES AND THE COMMUNITY
Collaboration with families is based on mutual support networks developed by forging ties and fostering trust, dialogue and teamwork. As part of the community, preschool institution actively engages, collaborates with and contributes to the implementation activities of common interest.

THE PRESCHOOL TEACHERS’ KEY PRINCIPLES IN CREATING AN ACTUAL CURRICULUM
The new curriculum concept emphasizes an integrated approach to learning by developing topics/projects with children: children are encouraged to engage in the topics and projects that are meaningful to them and are challenged to explore. Rather than offer readily available solutions, adults become partners in children's play and, together, they explore, experiment with and further develop ideas. Learning becomes more meaningful and pleasant, because it is related to the children's life situations and based on their experiences, and on the link between their experiences and what they do. Play is encouraged and supported as the most natural way to learn. Through play, children develop the ability to reason, and at the same time gain new understandings and important life skills. The link between play and other activities is established with the help of a form of play in which all other activities are based on the children’s freedom of choice, creativity, variability, initiative, inquisitiveness and openness.