



# KCCC Goes Global

## Australia meets Denmark

*Our Staff Hosting program is now well on the way with Hayley having spent the first month at the Forest Kindergarten.*

*During Hayley's time at the forest kindergarten she has been able to recognise a number of fantastic practice happening that she is looking forward to sharing with KCCC. Like wise Hayley has been able to recognise that there is also a number of wonderful things we do here at KCCC that she is sharing with services in Denmark.*

*Hayley has stayed in touch with the children and staff in the Tea Tree room through regular blogs and skype sessions.*

*What a fantastic opportunity to connect with services across the globe in Denmark, as part of a multidisciplinary approach for collaboration and shared learning for our children and staff.*

*In this update read about some of these wonderful experiences.*

**Sigi Hyett, General Manager**



### Update from Hayley – Issue 2

The multi age grouping seems to run perfectly. Through watching interactions between children though, most tend to have formed closer friendships with children of a similar age. During play, the children all interact with one another and there is no segregation between the older children and younger children. - There is a large sense of responsibility placed upon the children. The younger children learn from the older children. They help in packing up the rooms at the end of the day.

There is a lot of trust placed in the children. Independence is encouraged once children have started here. Even the children under three years old are encouraged to dress themselves in their 'work clothes'. The back fence of the forest kindergarten is approximately 60cms tall, with a red gate that is used to access the rest of the forest. The back fence is in viewing distance of the house, although some foliage blocks out parts of view if you are standing in certain areas. The children are taught when they start at the forest kinder that they are not to climb over the fence and not to go out of the gate. In the morning, Tony gets the older children to go and check that the red gate leading into the forest is closed as sometimes locals come into the kindergarten to play once the children have left.

Watching children drawing at the forest kindergarten house, I noticed a difference in the drawings from the children back at Kccc and the children in the forest kindergarten. I saw a group of 5 year olds drawing. The page was portrait, and they were drawing houses. They were apartments. Most of the people living in Copenhagen are living in apartments. The drawings I've seen from children in services I've worked in in Melbourne and at KCCC, The drawings of houses are usually single storey or double story depending on the child's home on a landscape format. Children here are brought up in apartment living. I got online and got photos of houses within the Kensington area to be able to show the children the types of houses that the children from our service live in. I also took photos of the local Kensington community to be able to show them the area surrounding our service so the children will have a broader sense of the world that they live in.



# Follow Hayley's Journey On Our Blog

## An overview of 'Forest Kindergarten'

These last few days I have been lucky enough to see exactly what makes the forest kinder just what it is all about. Earlier in the week, we had a fire in the forest. Cindy built the fire with all of the children looking on, mesmerised by the flames. We had lunch by the fire and then cooked some apples on the hot coals afterwards. The children were all engaged while laughing and talking with educators and amongst themselves. The following day we set about out into the forest. We packed bags with food and water and the necessities to leave our section of the forest to go and explore other areas of the forest. What an amazing, beautiful surroundings to be able to explore, not just as an adult but as a child to experience hands on. We found a large space to let the children use in whichever way they wanted. Some picked mushrooms, some cleared moss, others climber trees, or found frogs or anything they wanted in the forest. An imagination and a full forest... The tools for the perfect day.

## Day to day

- Read books during lunchtime. Very calm, quiet time. Chapter books or longer books for the children to follow on.
- Large open play spaces results in enough resources to be able to accommodate large groups of children. Creating less conflict within groups for children.
- Orientation process. On the first day of the forest kindergarten, a parent must come for the whole day of kinder. This isn't just a good way to ease the child into the forest kindergarten, it's a great opportunity for parents to visit the forest and see the day to day running. As the children are bused to and from the service, parents rarely have the opportunity to see what goes on at the forest kindergarten. The following day the child is to be picked up after lunchtime.



## Some extracts from the blog.....

*"During meal times, I have seen on educators on numerous occasions reading books to the children. It appears to be chapter books they are following on from. The children are very engaged and calm. The lunchtime experience is very quiet and the children are focused on the story."*

*"At lunchtimes the whole group of 37 is split into two separate groups. The two groups both have a separate room for lunch. They have three lunch tables in each room. The tables are set to have children of different ages all sitting at one table."*

*"During play, the children all interact with one another and there is no segregation between the older children and younger children..."*

*"Today I tried teaching some of the forest kindergarten children 'incy wincey spider'. We spoke the song out on a few occasions to help them children. Luckily, I had an interpreter (and guitarist!) for it, making it a whole lot easier! The children then taught me their version of the song also..."*

# Photo Board

