OUR PHILOSOPHY

We believe that children are happiest and learn best when they have a positive self-identity. We recognise that each child is an individual and will develop at a different rate and that each child comes to Kindergarten with varied life experiences, interests, ideas and family backgrounds. We can foster a sense of belonging by acknowledging accepting and involving family values, beliefs and customs within our curriculum. We believe that children have the capacity to be active participants and decision makers with the right to initiate and lead their learning. Best practice is expected and learning is dynamic, complex, social and holistic at our Kindergarten.

Play is children’s research and an important part of a child’s learning and development as they discover, create, improvise and imagine. Our curriculum is pedagogically* based and learning occurs with a focus on children’s strengths. Curriculum encourages children’s independence, stimulates their curiosity and self-motivation, helps them develop a questioning attitude and eagerness for learning and promotes a respect for the needs and feelings of others. The focus of our routines and practices encourages children to gain skills and confidence in interacting with peers and adults, promoting positive relationships, independence and prepares them for a positive transition to school as well as a lifelong love of learning. Learning opportunities, both indoors and outdoors are provided with the purpose of allowing children to engage through intentional, directed and meaningful play experiences.

The Kindergarten is owned and managed by parents in the Kindergarten community. Community ownership, established in 1973, is a central characteristic and will be reflected in our staff and management committee structure. That is, the staff support and promote community ownership while the management is mindful of their own transient custodianship of the Kindergarten, and their responsibility to ensure positive development for future families. We encourage each family to participate in the Kindergarten community and support and welcome their interest and involvement. We are working towards developing authentic partnerships with our local Aboriginal and Torres Strait Islander community, to embrace the historical impact the Darug people had on our community and to become active participants in reconciliation.

We are proud to have highly qualified and experienced educators with long term service at our Kindergarten. We are committed to providing ongoing opportunities for educators to share their values and beliefs and have ownership over their professional growth and development. The culture of our service will be reflective of the uniqueness, experience and diversity that each staff member brings. The educators are passionate and committed to providing a high quality educational and care environment based on open communication and a cycle of observation, planning, evaluation and reflection of individual and small group learning experiences. This is fostered through the Early Years Learning Framework.

As Early Childhood Educators we play an important role in helping young children and families to recognise the impact we can have on our environment. It is an integral part of our curriculum and practice. Sustainability is important to us, our service, our community, our nation and our world.

We believe a warm, relaxed atmosphere, created in a safe and secure environment, will be nurturing for children and reassuring for parents. Parents and carers are valued as partners in their child’s education and involving them in the planning, evaluation and delivery of our service enables the program to promote the cultural values and life styles of the families within the community. In conclusion it is important to regularly review and evaluate the service to determine whether it continues to meet the needs of the community it serves. This evaluation process should be inclusive, participatory and transparent to all people involved with the Kindergarten.

*Pedagogy is “a process of gathering artefacts, conversations, ideas and displaying children’s learning, energy and theories” (Fleet, A., Honig T, Robertson, J, Semann A & Shepard, W. (2011). Using pedagogical documentation to engage with the early years learning framework. Children’s Services Central NSW.)