

Service Statement of Philosophy

We take particular care in how we prepare the environment, thoughtful in our reflection and our observation of how children engage with and in the environment. We feel this sets the scene for children to be curious, wanting to explore and discover. Our reflective practise allows for us to be critical in what we see and together through discussion, observation and evidence of children's work and engagement we plan for the curriculum. We endeavour to provide a learning space in which deep level leaning is fostered, children's exploratory drive is heightened and educators work closely with children to support and extend their learning. After much thinking and observation we came to the realisation that the provided environment promotes and respects children's sense of agency. We encourage children to be independent decision makers, using their interests or the interests of others to develop their thinking and their play.

Children arrive at kindergarten and are afforded a timetable which allows for a long block of uninterrupted play. We believe strongly in the social aspect of play as the precursor for children to form connections and friendships and to engage independently and lead their own learning. This occurs when children have opportunities for socio-dramatic play and through this medium which is highly valued in the service children's oral language and vocabulary develop, their imagination becomes limitless, social cues are practised and learnt and children's wellbeing is enhanced.

As we get to know children we firstly acknowledge their prior experiences through children themselves, from their learning story written by their families and through formal and informal conversation with their family. The children are supported in a reflective process of learning, unpacking their thinking and in helping children analyse what they have discovered. We look at processes for learning including productive struggle and the acceptance of failure. We value the importance of children's learning dispositions and understand the correlation to learning and continue to embrace a change in the language we use with children, as an example, "You used to think, now you think?" Children's wellbeing is fundamental as children are supported to play and learn with educators who are "present", promote self-awareness, practise mindfulness and support self regulation.

As a staff team we have an ongoing commitment to engage in professional development to challenge our assumptions about learning and teaching and critically reflect on our practise. Our current practise respects the importance of allowing time to deeply listen to children about an experience and respond accordingly, which is most often immediate to a child's request to facilitate their further learning. We see children moving through the environment freely and with confidence as they design their own games, use resources with creativity and imagination and ask educators for the necessary props or request their involvement. The children are clearly the decision makers. The flexible and responsive nature of the educator is paramount. Through our current learning we are investigating the concept of children's timelines and how our planning for each child reflects this concept.

Through inviting families to share their skills, talents and passions and in planning events which promote immediate and extended families to be involved a strong sense of connectedness and community spirit is felt.