

Our philosophy reflects what we value and believe about early childhood education. It outlines the goals we aim to achieve in our work with children.

We respectfully acknowledge the Kurna People of the Adelaide Plains as the custodians of the land on which we play and learn.

Our context:

Elizabeth O'Grady Kindergarten has a long and proud history as part of the Grange community. We strive to maintain our strong connections by promoting relationships that are based on a respect for diversity and by providing a high-quality education program delivered by dedicated educators.

For many of our children and families this is their first experience with an educational setting beyond their home. We create a happy, safe and welcoming atmosphere which caters to the needs of the individual while fostering in children a sense of belonging to a community.

Our environment empowers children to explore, create, wonder, discover, solve problems and learn how to interact with others. We encourage children to contribute to their world by promoting and engaging in sustainable practice through recycling and reusing. We provide opportunities for children to engage their senses, build positive pathways for learning, and to develop confidence and resilience to take risks.

Our beliefs:

We understand that the family is each child's first educator, and we believe that working in partnership with families is how we can achieve the best outcome for each child. We encourage a sense of belonging by building relationships based on trust and mutual respect. We recognise that to foster these relationships we need to develop common goals and have open and respectful communication. We actively seek input from families and use this information to guide our program and broaden our understandings about children in our care.

As educators, we are informed by current research which shows that developing positive learning dispositions is a vital factor for success in life. Our role as educators is to create an environment which provides opportunities for children to build on prior knowledge and understandings and to foster the development of positive dispositions for learning. Our play-based curriculum is guided by the Early Years Learning Framework 'Belonging, Being and Becoming' and allows children time to explore, make connections and develop their understandings about the world around them.

Children learn when they have a positive sense of self and when they feel valued and respected for who they are. We believe children to be capable of making decisions about their learning and we support children to develop goals for learning. Our cycle of planning and assessment ensures that each child's voice is included in our program. Our daily routine provides for long periods of uninterrupted play so that children can immerse themselves in the play environment, learn from and support each other and engage in a deep inquiry process.

All educators at our kindergarten model positive dispositions for lifelong learning. We do this daily when we ask wondering questions; enjoy learning and researching alongside the children; work together to solve problems; value the process of learning over the end result and know that learning takes time and effort. We use a range of strategies including intentional teaching and open-ended questioning to expand each child's learning.

Our aspirations:

At Elizabeth O'Grady Kindergarten we aspire for all children to continue growing into capable, confident citizens who contribute to creating a sustainable society, who value lifelong learning and who strive towards reaching their full potential.

We constantly endeavour to improve our work. To achieve this, we engage in rigorous reflective practice which questions what we do and why we do it so that we can achieve better outcomes for children.

We want children to challenge themselves and take risks in learning including stretching their capacity physically, socially, and cognitively.

We aim for children to become reflective learners- to identify their own strengths; to strive towards their learning goals and to develop dispositions which enable them to be independent, creative, risk takers with a joy for learning.