

# Kadina Preschool Centre Philosophy Statement

Kadina Preschool Centre is a space for children to grow and learn, where their individual needs are recognised, encouraged, supported and celebrated.

## Our image of the child

We see all children as capable, curious, creative and unique learners. They all have different strengths and develop at different times and have valid ideas and theories which can influence decisions they make. Children are capable of making social connections and teach and learn from others, both their peers and educators.

## Our guiding documents, principles and research

- Early Years Learning Framework
- Early Years Learning Framework Principles: -Secure, respectful & reciprocal relationships -Partnerships -Respect for diversity -Aboriginal & Torres Strait Islander perspectives - Equity, inclusion & high expectations -Sustainability -Critical reflection & ongoing professional learning -Collaborative leadership & teamwork
- Department for Education (DfE) Preschool Position Statement
- Implementation Guidelines for Indicators of Preschool Numeracy & Literacy (DfE)
- Reconciliation Action Plan (RAP)
- National Quality Framework (NQF)
- Keeping Safe: Child Protection Curriculum

## At Kadina Preschool Centre:

We value families as the child's first and most influential educators and support connections to family, community, culture, place and diversity through out learning programs. We will work with families and respect the wealth of knowledge they have about their own children, working together to create learning goals for children.

We use cultural responsive pedagogies, supporting the needs of each individual family and providing rich and diverse resources.

Children are encouraged to become confident, active, resilient and successful life-long learners with a growth mindset through a play-based environment where all children are inquirers.

We will expose children to a language rich environment, both in written and spoken form, sharing books and other texts with them regularly.

Ongoing documenting and analysing of learning will occur both to support our understanding of each child and to share with families.

We will model respect and care for the natural environment and embed sustainable practices.

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## At Kadina Preschool Centre:

We offer differentiation in our program and practice to ensure individual children's learning and development needs are met, where a balance of intentional teaching and learning through play allows children to thrive.

We will promote agency and encourage children to make appropriate choices and decisions through the co-development of our Kindy agreements each year. We will support children to become independent and care for their own bodies and needs.

We will ensure physical spaces allow for children to find areas for quiet reflection and rest as well as more active experiences.

We value respect and kindness and educators will model open, respectful and trusting relationships between all members of our community including children, families, community members and other educators.

We will acknowledge the Narungga People, the traditional owners of the land on which our Preschool stands and teach all children about Aboriginal culture, stories and beliefs through planned and unplanned experiences and routines.

Our educators will use reflective thinking and recording daily, to analyse what worked well, what could have been improved and any changes required.

Our ongoing cycle of planning will ensure we start where the child is at, use their thinking and knowledge to plan for learning, analyse and reflect on achievements and what learning could be stretched or developed and further plan to support this.

We allow children to learn through making mistakes, persistence and repetition - we will not "rescue" children, providing opportunities for children to develop their emotional regulation and resilience.

We will welcome, value and give voice to children, their families and members of the community in all aspects of Kadina Preschool Centre.

Educators will provide provocations to encourage children's thinking and to optimize the potential for inquiry, engagement, exploration, wonder and creativity.

We will model explicit and practical communication strategies to encourage children to interact with each other and join in and to form social connections.

We will build authentic connections with our local community by planning for learning "beyond our gate".

Educators will view transitions as an opportunity for success, supporting children where they are at and allowing them time to settle in, feel safe and become comfortable with the process of change.

We will develop a harmonious and innovative educator team through providing opportunities for educators to work collaboratively, share decision making and learn from and with each other. We will support and encourage educators to continually build on their professional knowledge and include professional development opportunities regularly.

We will provide an anti-bias, inclusive environment where we value and affirm diversity.