



# Philosophy

At Madison Park Kindergarten we acknowledge and respect that we live, play and learn on the land of the Kaurna people and recognise their cultural and spiritual connection with the land, waters and community.

We work in collaboration with the community, families and children to support each child in reaching their potential. We recognise families as the first and primary educators of children and work in partnership to support each child. Each child's development is measured and planned for in a holistic approach. We program for engaging learning environments, learning activities and intentional teaching to meet each child's needs against the Early Years Learning Framework and Preschool Indicators of Numeracy and Literacy.

We strongly value children's active engagement and agency within the learning environment. We support this through purposeful play, nature play and STEM learning. We encourage children to ask questions and wonder why as they engage in their learning. Site based research has indicated that children's well-being, oral language development, respect and engagement has improved through these activities.

We recognise that children learn through play when they are highly engaged and flourish when provided multiple experiences to consolidate their learning. Play activities provide children the agency to explore and stretch their thinking, take risks and work collaboratively, as they are encouraged to initiate, lead and plan their learning. We provide a balanced amount of purposeful play with intentional teaching opportunities throughout the day.

Educators use open ended questions and intentional teaching to support literacy and numeracy development. Children are supported in their emotional and social development to build skills in sharing, collaborating and negotiating. We incorporate Interoception practices to support and develop learner well-being, self-regulation and learning engagement.

We maintain a collaborative culture by respecting and valuing each other's strengths and capabilities to support children's individual learning. We engage in professional development and collaborative reflective practice.

(Updated June, 2023)