

Meningie Kindergarten Philosophy

At Meningie Kindergarten we play, learn, and grow on the traditional lands of the Ngarrindjeri people. We acknowledge the Ngarrindjeri people past, present and future as the traditional owners of this land and recognise and respect their cultural heritage beliefs and relationship with the land.

OUR PLACE At Meningie Kindergarten we consider connection and kindness as core values in belonging in our learning community. We strive to offer an inclusive, nurturing learning environment where children are supported to develop learning dispositions to become lifelong learners. Our beautiful large outdoor play spaces enables children to explore, be curious, and take risks and wonder. We value connection and communication with families being responsive to the diverse needs of our community. Family and child voice guide our programming, planning, practices and learning journey together as a connected community.

OUR VALUES

Connection

Kindness

Nurturing

WE BELIEVE

- Each child is unique, curious, capable and competent, bringing dispositions, strengths and ways of being for us to recognise, value and support.
- Children need connection to place and others to thrive and grow.
- Children have the right to hold a sense of agency, have their needs and intentions supported, be challenged and become resilient risk takers.
- Children learn when they play and actively engage to explore, wonder, investigate, problem solve, imagine and create. In collaboration with peers and educators they can question, expand their thinking, discover, communicate and build working theories.
- Children respond to adaptable environments in which they can show their agency and express their ideas. Through natural environments, open-ended materials and authentic, relatable resources children's learning is provoked.
- When educators collaborate with families, sharing interests, experiences, skills and knowledge, they can inspire and enrich children's learning.
- When educators work collaboratively together, support each other and commit to being lifelong learners, children's outcomes are enhanced.
- Our Kindergarten builds a sense of belonging and community by connecting families with young children in a supported and safe environment.
- By connecting to the unique life of our wider community and environment, we build citizenship for our children and families.

OUR COMMITMENTS

- Intentionally build a trusting, responsive relationship with each child and develop a supportive safe environment for them to thrive.
- Ensure that the basis of our planning, programming and practices is child led and responsive.
- Ensure children have time, opportunity and encouragement to engage deeply with our learning program.
- We will support all children to collaborate and co-construct their learning with others and to stretch their thinking and understanding.
- Children voice is visible in and enabled through our learning environments.
- Support educators to access learning, connection and wellbeing opportunities.
- Intentionally develop open communication with families to build collaboration that supports children's learning and development.
- Celebrate and contribute to aspects of local community life.
- Promote, access and care for our community's surrounding natural environments.

OUR INTENTIONS

- Review our current practices for building and maintaining connection with children and families in 2023.
- Institute a program of bush and community walks and engage children in planning and documenting these 2023.
- Educators become more intentional in listening for the questions and learning in children's play and responding to them as a basis for planning and providing the stretch for individuals and groups. 2023.
- Identify the aspects and events of cultural and community life that we can be involved in and celebrate. 2023.
- Educators learn more about the value of Shared sustained thinking as a pedagogical practice. 2023
- Educators continue on their learning about supporting children's development of regulation and implementing strategies within the program and learning environment 2022-2023.

Developed in 2022 and endorsed by Governing Council September 2022.