



Modbury North Kindergarten Statement of Philosophy

At Modbury North Kindergarten we believe:

Children

- Building positive, trusting, respectful and caring relationships with others in an inclusive environment
- "Children learn as they play. Most importantly in play children learn how to learn"
- "learn from anything and everything they see. They learn wherever they are, not just in special learning places"
- Children bring their own experiences, knowledge and understanding. "Children are not things to be moulded but people to be unfolded" (Jess Lair)
- feel support to be and feel safe at Kindy
- are competent and capable learners
- interests will drive their learning and extend their thinking and growth

Families

- We believe in developing and maintaining positive, trusting, respectful and caring relationships with all families and communities
- Listening to and learning from families about each individual child because "families are children's first and most influential" educators (Belonging, being and becoming, EYLF 2009, p.12)
- Sharing children's experiences, learning and development with families

Communities

- Children, families, communities and educators voice drives planning, programming and reflection
- Are welcomed at Modbury North Kindy
- Children are encouraged to share their experiences in the community
- Children will be provided with opportunities to be active participants in the community
- Educators believe "we are a community in a community"

Curriculum

- Provides opportunities for long, uninterrupted time for play
- Play is the vehicle for learning, "Children learn as they play. Most importantly in play children learn how to learn"
- Our environment is flexible and varied and contains many open ended resources
- Children, families, communities and educators voice drives planning, programming and reflection
- Children's real life experiences, knowledge and skills are extended and supported at Kindy - providing opportunities for children to use real tools, materials and resources

Educators

- Work as a team in a team environment
- Mindful of work life balance
- Believe that "children learn from anything and everything they see. They learn wherever they are, not just in special learning places"

- Acknowledge that we are lifelong learners: life as a teacher begins the day you realise that you are always a learner"
- Scaffold each child at their individual level of development
- Support children to develop dispositions, skills and processes for lifelong learning including issues of inclusion, fairness and diversity
- Are flexible and open to new ideas and ways of being and doing
- Are open to debate to build on and extend their knowledge, understanding and philosophies
- Source resources, observe and support children to enter play using strategies like role modelling (providing scripts and prompts) and broadening opportunities for learning, growth and development
- Use intentional teaching strategies such as; questioning, modelling, demonstrating, discussing, hypothesising and problem solving with children to extend their thinking, learning, knowledge and skills (Belonging, Being and Becoming, EYLF 2009, p. 15)
- Reflect on what they do and how they can improve their practice to improve outcomes for children
- Follow the policies, procedures, documents and guidelines of the; Department for Education, Modbury North Kindergarten and National Quality Standards

The most important thing from a Parent's Perspective



How our families view their children

