

NORTH HAVEN KINDERGARTEN PHILOSOPHY STATEMENT 2017



What we believe about children and their learning

1. Respectful relationships are integral to our work.

Therefore, we will:

Listen and give children a voice, be honest, communicate, be open, trust, connect with children and their families throughout their time at Kindy. Support children to make respectful choices and have “safe hands”. Celebrate diversity and difference and ensure inclusivity for all.

In practice this will look like:

Our curriculum will be emergent, evolve, be responsive and highly engage all children. The children’s voices will be captured using our learning cycles and children’s voice proformas and a summary will be written of the children’s interests fortnightly. This will inform the “what you might see happening this week” planning proforma in a cyclic ongoing way. An overview of the children’s learning will be captured in the curriculum journal which is available to parents, children and visitors. The learning happening will be analysed using the Early Years Learning Framework and the Numeracy and Literacy Indicators. Equity in the representation of each child will be monitored and we will celebrate each child’s strengths and achievements.

2. Children have a right to a sense of agency

Therefore, we will:

Empower children to make choices and co-construct the curriculum bringing their wealth of experience and knowledge into this process. We will learn from one another, children will be supported to share their opinions, ideas and goals. Children will work collaboratively with each other and the staff. The curriculum will have relevance and meaning and engage each child.

In practice this will look like:

Lots of discussion in small groups, larger groups and one to one with and between children. Children showing a high level of independence. Children playing together and enjoying alone time. Children accessing open ended resources and using them in a multitude of ways driven by their individual creativity and imagination.

3. Children learn through play

Therefore, we will:

Support children to drive their own learning, celebrate their strengths and foster a growth mindset in each child using the language “I can’t do it YET!”. We will provide extended periods of uninterrupted time in our daily routine to support children to immerse themselves deeply in their learning. We will create many natural play spaces as we acknowledge the environment as the third teacher. We will provide a variety of loose parts supporting children’s creativity, problem solving and critical thinking. STEM learning will be identified and enhanced, and we will strive to ensure our environment sings with joy.

In practice this will look like:

Children will be engaged in playful and fun learning experiences. Children will be cooperating, collaborating, turn taking, and communicating. There will be evidence of children showing resilience, persistence, and growing confidence in “having a go”. Numeracy and Literacy moments will be seized as opportunities to introduce mathematical and literacy language and there will be evidence of children applying their growing understanding of numeracy and literacy concepts to their play. Children will be inquirers and explorers and will

be more able to implement their own risk assessments as they embrace the next challenge. Staff will guide, not direct children's learning.

4. Children have a responsibility as global citizen to be actively engaged in environmental practices

Therefore, we will:

Support recycling, reuse resources purchased from op shops and pay it forward sites. Grow food, compost scraps and promote sustainability. We will continue our collaboration with NRM and KESAB to support this work.

In practice this will look like:

The children sharing responsibility for caring for the environment at kindergarten. Children placing their scraps in the appropriate bins. Children helping care for the worm garden, frog pond, fruit orchard, vegetable and herb gardens, butterfly and lizard gardens and the green tree frogs. Children will be active participants in discussions around environmental choices including water conservation, landfill, nude food and respect and care of resources.

What we believe about families and their involvement

Families are a child's first and foremost teacher, and we respect their right to make decisions about their child.

Therefore, we will:

Give families an ongoing voice in their child's learning journey while at kindergarten and work in partnership with them to support children to reach their full potential and to build strong foundations for their future learning.

In practice this will look like:

Sharing interviews prior to children commencing kindergarten to commence Individual Learning Plans, sharing ongoing informal discussions, providing information to families about other agencies. Celebrating the learning and uniqueness of each child with their family. Building relationships based on trust, integrity and respect. Honouring confidentiality at all times.

What we believe about community and their involvement

We believe building strong connections with the local and wider community strengthens our work

Therefore, we will:

Support transitions from home to Kindy and Kindy to school. We will access community services to enhance the curriculum and we will contribute to our community.

In practice this will look like:

The kindergarten working closely with the school community on a variety of levels including visiting the library, reciprocal visits between the Kindy and JP classes, writing articles in the school newsletters, accessing resources, and enjoying shared celebrations e.g. Book week and music experiences.

Sharing cultural experiences e.g. cooking, drum making and performances. Inviting community services into the site to enhance the interests of individual children e.g. Police, Fire fighters, Animals Anonymous. Discussing with the children ways we can contribute to our local community e.g. collection of food at Christmas, possible local visits to local nursing homes. Inviting parents to share their skills e.g. Governing Council, gardening, artists and musicians.