

# Port Broughton Kindergarten Philosophy Statement

## Play – Explore –Belong



Our philosophy statement has been developed in collaboration with the families, children and staff at Port Broughton Kindergarten 2018.

We believe children learn best in an environment that values and advocates for learning through play, for children and adults to feel they belong and for children to be able to explore and guide their own learning.

For a more comprehensive look please see reverse.

Director

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Review Term 1, 2020

Chairperson

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Play	Explore	Belong
<u>Children</u> Being inclusive of others Have a safe, engaging space to play Time Understanding Role play Learning through play Fun Discovering new things Interdependence – leading own play Cooperation Interaction Teamwork Educator standing back to allow for child led	<u>Children</u> Independence Risks Making safe choices Working out limitations in a safe environment To experiment with surrounding learning environments, materials and objects to find meaning and purpose Open mind Explore local outdoor environments – scrub, beach, Clements Gap, Bute Develop dispositions through Kindy program Science, cooking, gardening	<u>Children</u> Have work displayed Photos of the children in the Quiet Room Feel safe Can come to staff if there is something wrong Build resilience Ownership over the environment See their culture being represented Family being valued – home life, family photos Health and safety being cared for Friends Listened to, heard, valued Support sense of trust to learn openly
<u>Family</u> An understanding of the notion that - Boredom=creativity Sport Sharing what happens at home Community participation Culture Learning Knowing what is learning through play Dispositions Play without resources	<u>Family</u> Interaction Community New ways of thinking and engaging Be empowered with knowledge and research to know why Show children their own dispositions Encourage, step back, allow Growth Mind Set	<u>Family</u> Learning Stories Face book Build relationships with the educator Voices being heard Time to listen to each other Ownership over the environment Know what is happening at the Kindy and why Communication to suit needs Value work of educators and trust their judgement Being able to have input and their opinions heard
<u>Staff</u> Encouraging Joining in Modelling Learning Scaffolding At the child's level Letting go and being responsive to the child Say no to phone calls/emails Allow time to be IN the play Playing themselves Valuing children's ;eve; and know where and when to extend Set up environments for engagement, stretch, problem solving and team work	<u>Staff</u> Further their own learning Floor book approach Open min Documentation Be part of the learning Current research Be full of knowledge for families to seek answers Offer ideas and suggestions New ideas Encourage children to delve deeper	<u>Staff</u> Have to build strong relationships with children and families Relationships amongst staff Wellbeing being a focus and taking time when needed Views, opinions, ideas being listened to and valued Clear lines of communication For staff to develop an environment that promotes predictability and achievable expectations For the environment to be enticing and familiar each day

We believe that children learn best when all stakeholders are working together in a holistic way with common understandings and goals