

Philosophy

At Sir Thomas Playford Kindergarten we believe in inclusion and differentiation. Our strengths lie in establishing effective relationships with children, families, Allied health and the community. We promote family involvement and a shared sense of community collaborating to create a team around the child. In creating opportunities for children to interact and engage in learning processes, we provide challenging and stimulating experiences that foster belonging and embrace children's individuality. Our curriculum is guided by children's strengths, interests and needs using specialised knowledge and skills to create developmentally appropriate practice. Our program reflects learning and skill development in the Early Years Learning Framework(EYLF) outcomes.

We provide children with a play based curriculum which promotes social inclusion, persistence, confidence, resilience, wellbeing, organisation and special rights. Children are active participants in their own learning. Through observation and engagement in play, Educators will provide a program that is responsive to individual children's ideas, interests, strengths and abilities. Staff accept professional challenges and seek opportunities to extend career knowledge through training and development. Educators actively scaffold children's learning. Curriculum decision making is based on observations of children and contributes to each child's learning and development outcomes; relating to their identity, connection with the community, wellbeing, their confidence as learners and effectiveness as communicators. Children are actively involved in designing their play.

Teaching is intentional to foster appropriate kindy and lifelong expectations such as how to enter and exit play and how to be a friend. Educators encourage and support children's growing independence which helps children to feel secure and respected. Educators support the acquisition of skills for life and learning encouraging children's interests and extending upon experiences. Documentation of learning is ongoing. Lifelong learning outcomes, wellbeing and dispositions are evident in the planning and reflection cycle. Educators provide learning experiences that facilitate thoughtful and challenging conversations with children. Educators make use of spontaneous teachable moments to extend children's understandings. There is a strong focus on wellbeing. Educators are encouraging and enthusiastic towards children's attempts to gain new skills, knowledge and understandings.

Belonging:

In establishing secure, respectful and reciprocal relationships we create partnerships with families and ensure that children feel happy, safe and accepted. Communication is regular, respectful, positive and appropriate. Positive, trusting, appropriate and professional relationships are established and maintained between staff, children, families and other providers (therapists) creating a team around the child. Open communication with families is welcomed and confidentiality is maintained. Educators promote anti-bias, gender equality and child protection advocacy. Family involvement and participation at our service is encouraged and welcomed.

Being:

At Sir Thomas Playford Kindergarten children discover the pleasure of learning and have fun in the process. We celebrate diversity, identity and uniqueness. We believe that respect for diversity creates a welcoming environment for all. Educators foster intellectual stretch and assist children with disabilities and high support needs to optimise their own learning. We create an environment in which every student's needs are provided for. Learning is play based. Pedagogy is focused on each

individual child's strengths, interests and needs. In a culture of inclusion equity is evident with students getting what they need to engage, learn and develop.

Becoming:

We offer a flexible curriculum that supports and challenges children's learning. We provide a sensory integrated play based program that values children's wellbeing and supports active participation.

'Every chance for every child' is what we stand for and encompass in our daily practices and relationships with children and their families.

Ways of learning offer flexibility. In supporting children in creative, challenging environments we build strong foundations vital for optimal learning at Sir Thomas Playford Kindergarten educators embrace best practice, informed by research, data and professional learning opportunities. Engagement in the Berry Street Education Model and the Pyramid Model of practice is a perfect fit with our core business: establishing trusting relationships, vibrant learning environments and inviting experiences; fostering social emotional engagement and resilience. Educators embrace innovation and our work is at all times done with fidelity.