

# Statement of Philosophy.

Our Vision at Liberman Kindergarten is for a high quality education service in a safe, stimulating and inclusive environment that is well resourced. Working in partnership with our diverse families to develop trusting and secure relationships and to provide an inclusive program, which leads to children's optimal well-being, development and fostering growth mindsets which underpins their ability to become life-long learners.

## Children

Our philosophy is underpinned by a belief that children are competent and capable learners and pre-school aged children learn through a play based curriculum. Children need opportunities and time to build trusting relationships. The experiences offered to children are explicitly programmed based upon their needs, interests, strengths, cultural background and prior learning and in accordance with the Early Years Learning Framework for Australia – *Belonging, Being and Becoming and Indicators of Preschool Numeracy & Literacy*. Furthermore, we provide an environment that fosters the development of children's disposition and learning processes to their fullest potential.

## Families

We believe at Liberman Kindergarten that successful preschool education requires families and educators to develop reciprocal trusting relationships and work in partnership. We gather and share family knowledge of children prior to commencement of kindergarten and throughout a child's time at kindergarten. We aim for all families to feel a sense of belonging within the Kindergarten by encouraging involvement in the kindergarten program, planning and policy making. We respect the diversity of all families and encourage that they share their home culture. Educators endeavour to continuously improve their cultural competence. We provide families with information about their child's learning experiences, involvement, development, progress and achievements and seek ongoing feedback.

## Educators

At Liberman Kindergarten we foster children's creativeness, independence, confidence and resourcefulness by providing open-ended experiences and by following the lead of children and supporting child initiated play. We believe that preschool aged children require meaningful opportunities for both indoor and outdoor play, particularly due to the growing lack of outdoor play in natural places for children and we offer children a range of active and passive outdoor experiences. Sustainable practices are embedded in the kindergarten program. Furthermore, educators believe that ongoing reflection on teaching practises and pedagogies is required for continuous improvement.

## Communities

We promote an awareness of children's services (e.g. playgroups, schools, health services CaFHS, dental clinic, etc) through effective partnerships and networking with various government and non-government organisations We also aim to foster effective transitions from pre-school to school. These collaborative partnerships assist to provide the sharing of information and optimal opportunities for every child and family.

We believe that our statement of philosophy may change as we review our practice and new insights are gained.

REVIEWED: July 2017 TO BE REVIEWED: March 2018  
SOURCED: Belonging, Being and Becoming – The Early Years Learning Framework for Australia 2009  
The Indicators of Preschool Numeracy & Literacy 2015  
[Educator's Guide - EYLF](#)