

Philosophy

Our Kindy promotes freedom to explore and discover in a natural environment. We believe that even though children can be seen to develop through appropriate ages and stages, it is not this which defines who or what a child is, or what they have the potential to become. Children do not come to us in isolation but as individuals linked with ever widening circles of connections, including family, friends and the local and wider community. Our philosophy is an evolving document that responds to the ever changing environment of Smithfield Plains Kindergarten.

What we believe about children and their learning

SPK has adopted an "Emergent Curriculum" approach to learning, where children learn best when their interests are captured. All children are naturally strong, capable and competent learner's worthy of our trust and support. We look to each child to help guide us in their learning and recognise that play is at the centre of children's learning. We value and respect children and believe that their theories and ideas are an important source that drives curriculum development. The early years is the time when children develop essential skills and resilience that form the foundation on which all learning is built, the best way to enhance the growth of these skills is to focus on BELONGING (relationships, knowing where and with who you belong), BEING (a time to be, to seek and make meaning of the world) and BECOMING (children's identity, emphasising their learning to participate fully in society). With this in mind we believe children learn about themselves and the world around them through play-based experiences, investigation, discovery, art, dramatic play and social interactions. We recognise the uniqueness of every child and family within our culturally diverse community. Children are competent and capable learners and have the right to be heard and contribute their knowledge, ideas and feelings to support their learning, and to develop to their full potential. The importance of building trusting and respectful relationships with staff is essential for children's success and learning.

What we believe about our educators

Our educators come from diverse cultural backgrounds, they are a group of individuals that support each other, and each brings a wealth of knowledge, skills and experience. They are not only nurturers, but are supportive team players, facilitators, observers, co-learners and role models who have a deep understanding of developmentally appropriate practices. They understand that the early childhood experience is about learning, not teaching, and they arrange the environment so that individual differences are met and children can explore at their own pace. Educators work as a team to match the curriculum to the strengths and interests demonstrated by the children, and provide a wide range of materials and activities in order to allow children to make their own choices and direct their own play. The educator learns about the child from the child themselves, and from the family, in a non-judgemental and non-prejudiced way. They watch, listen and reflect on what is happening in order to reinforce the child's learning and appreciation of each experience. Our educators are passionate and value the importance of building strong, trusting relationships between children, families, communities, and colleagues. Our educators model supportive and