

Statement of Philosophy

Valley View Kindergarten provides a quality integrated preschool education program that is inclusive of all children, with a specialist Speech and Language Program providing a high level of support for seven children whose severe speech and or language impairment is their primary area of need and a high percentage of children with additional needs.

Learning is the heart of everything we do. We believe that all children are successful, competent and capable learners and that all areas of learning and development are equally important and connected (social, emotional, communication, creative, cognitive, physical, and spiritual). Every child is unique in the ways they learn; their rates of development; their strengths, abilities, needs; life experiences; their family and cultural heritage. We are committed to optimising every child's access and participation to the curriculum by working collaboratively with families, Speech and Language Program Speech Pathologist and teacher, Department for Education Support Services, support agencies, health care specialists, private specialists, transition schools and community.

We believe that children learn most effectively in a safe and stimulating environment that :

- **Fosters a strong sense of identity and belonging, positive self concept of themselves as a learner and personal well being, enabling children to become involved and active participants in their world.** As part of our orientation process, families are invited to visit with their child to enable a developing sense of safety, connectedness, trust and confidence. We strive to develop secure, respectful, reciprocal relationships that are sensitive to individual children, the foundation upon which to foster exploration, self motivation, a willingness to try new experiences and participate in shared learning with educators and peers.
- **Is family centred, in which all families feel welcomed, valued and respected as the primary educators in their children's lives.** At Valley View Kindergarten educators strive to develop open communication and positive relationships with families so that they feel comfortable to approach educators to share information, be listened to about their child's development and needs and will be supported in their role.
- **Values and supports children's learning primarily through the process of play** enabling children to learn by doing, being interested, actively engaged and interacting with educators to scaffold learning—to make meaning, construct understanding and new ideas or concepts based on current and past understandings. We involve children in decision making about their learning by providing them with uninterrupted blocks of time to select experiences and materials; accommodate individual learning styles, provide a balance of quiet/active experiences; individual/small and large group learning and child initiated/teacher lead learning. Through play, children develop skills, positive attitudes and dispositions essential to life long learning such as curiosity, creativity, confidence, independence, self control, relatedness, cooperation, negotiation, a sense of fairness, purposefulness, persistence, resilience, and risk taking.
- **Recognises the importance of communication and language development** (including early literacy and numeracy) through a Book Based Planning approach, explicit and intentional teaching and is committed to, through our Quality Improvement Plan, the DfE and Montague Partnership's ongoing priority to improve children's literacy and numeracy.
- **Regularly plans for children's learning in accordance with the National Early Years Learning Framework – Belonging, Being and Becoming.** We extend children's spontaneous interests; plan for individual learning identified through educator observation, anecdotes, photos, and screening tools and in collaboration with families, gathering information about their child and their aspirations during their child's time at kindergarten. Families are provided with information about their child's development through informal conversations, portfolios and formal reports .We share information with families about their child, seek their viewpoint about what they want included in their child's learning plans. Annual Reports, being collective data on the whole group in each of the learning areas, is analysed to provide key information about emerging trends to celebrate strengths in children's learning and areas of improvement to be targeted through analysis and plans for improved teaching strategies.
- **Welcomes and encourages family involvement at the level they choose to participate,** from assisting in supporting children in the kindergarten learning environment, sharing their interests with the children, borrowing library packs, taking tasks home and attending centre functions. We strongly value consultative processes to include families in decision making processes that affect them, such as what they believe is essential to be included in the curriculum; reviews on current practice, procedures, policies and feedback about satisfaction of service delivery through the Parent Opinion Survey and centre generated questionnaires. Families are invited to join the Governing Council to work in collaboration with the staff team to improve outcomes for children as the 'community voice' in of all aspects of service delivery.
- **Educators ensure that every child experiences success in their development and learning.** At Valley View Kindergarten, we strive to continually improve our teaching and learning through working collaboratively, reflective practice, professional learning, shared conversations, performance development and annual quality improvement review to define clear directions to maximize learning outcomes for today's child, tomorrow's future.