

## Lake Bolac & District Kindergarten

### Philosophy Statement

The Lake Bolac Kindergarten's philosophy is a written statement about the centre's values and beliefs. It has evolved from a combination of parent, staff and child input and provides an important framework upon which program decisions are made and highlights how the centre works with children, educators, families and the wider community. Educators are encouraged to use the philosophy as a basis for their programming and decision making within the service. We encourage all staff and families to be familiar with the centre philosophy and to be involved in its annual evaluation.

#### Educators

Our educators work as a team to provide high quality care and education. Each educator brings different strengths, skills and resources to the centre and these are supported and shared by all. We acknowledge that learning is lifelong and are committed to professional development on a continuing basis. We continually examine what happens in our centre and reflect critically on what can be changed for the better. Our educators are advocates for children's rights ensuring that all children are treated with dignity and compassion and are encouraged to treat others similarly.

#### Families

We recognise that families are children's first teachers and that the best outcomes for children are achieved by working in partnership with families. We do this through open communication, where information is shared and opportunities are made for decision making in all aspects of our programme. We aim to create an atmosphere which makes all families and children feel welcome and respected, and where cultural differences and similarities are appreciated. We recognise that Australia is made up of many diverse cultures and that respecting these cultures means valuing and reflecting them within our curriculum. For Australia this includes promoting understanding of Aboriginal and Torres Strait Islander ways of knowing and being.

An open-door policy exists which encourages parents/caregivers to be able at any time to drop in and be part of their child's day at kinder.

#### Children

We believe that children are resourceful learners who are capable of constructing their own knowledge of the world around them. We aim to promote respectful and reciprocal relationships that support children to:

- have a strong sense of identity
- connect with and contribute to their world
- have a strong sense of well being
- be confident and involved learners
- be effective communicators

*(Early Years Learning Framework: Belonging, Being and Becoming)*

We hold high expectations for all children's achievement in learning but recognise that there can be barriers to success. The curriculum is therefore planned to promote the inclusion and participation of all children regardless of their circumstances or abilities.

### **Environment**

We believe that the environment needs to encompass all areas of development and should be a caring and nurturing setting where children feel safe, secure, valued and included. Every child has the opportunity to explore, learn and express themselves through a range of teacher directed and child-initiated activities based on their ideas. It is a place where each child can learn through play, grow and develop at his or her own pace and learn about sustainable practices through everyday experiences.

*This Policy will be evaluated at least annually to reflect the changing values of the community.*



**“Childhood is a precious time, a time to be honoured and treasured”**