



Drysdale Street Kindergarten Wonthaggi

Philosophy Statement

Drysdale Street kindergarten is our place of Being, Belonging & Becoming:

A place where:

- We commit to creating a warm welcoming community for children, families and educators to feel a strong sense of belonging, a place where we can build mutually respectful and caring relationships.
- We acknowledge that we reside on the traditional country of the Boon wurung / Bunarong people and pay our respects to elders past, present and future for their continual custodianship of the land.
- We recognise that Aboriginal and Torres Strait Islander people have nurtured and educated children on this land for thousands of years. We respect the history and look for ways to celebrate Aboriginal and Torres Strait Islander culture through our work in this place.
- Children are viewed as capable and competent learners. It is about being in the present and allowing the children to learn to know themselves, to build and maintain relationships with others, to understand that they are accepted for who they are and knowing that others care about them.

We believe we are not just preparing children for the future but also acknowledging the importance of the present.

A place where Children's identities, knowledge, understandings, culture, capacities, and skills are acknowledged, and where it is recognised that the person they are **becoming** is shaped by many different experiences and circumstances.

We share the values of the YMCA to encourage and promote the development of the mind, body, and spirit of each child, and commit to achieving this holistic view through our learning program and caring relationships that exist within our kindergarten

All aspects of our kindergarten are underpinned by the VEYLDF and EYLF (Victorian Early Years Learning and Development Framework and the Early Years Learning Framework) and the NQS (National Quality Standards), National Regulations, as well as kindergarten Policies.

We embrace the diversity of our educators' strengths, skills, knowledge and experiences. Our practices are based on continued learning and critical reflection of our professional knowledge of child development, educational theory, and current research in the early childhood field. Educators are respectful and supportive of each other in building on our skills and knowledge and working collaboratively on the achievement of common goals for our community of learners.

Educators critically reflect on how we can make a significant and lasting contribution to the community, families, and lives of children, their wellbeing education and lifelong learning.

We believe in:

- Creating a nurturing, inclusive, caring and safe environment.
- Children developing their social, emotional physical and cognitive skills to reach their full potential.
- Focusing on children's wellbeing, including their ability to navigate social and emotional experiences.
- Developing children's independence and promoting children's agency.
- Promoting self-regulation through supporting children with a variety of strategies.
- Having high expectations for each individual child.
- Promoting cultural awareness in all children, including greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being. Respecting and celebrating diversity with families, children, educators and community is an integral part of our beliefs.
- Ensuring that the interests, abilities and culture of every child and their family are valued and respected.
- Working in partnership with families in shared decision making of their child's development and educational learning journey at kindergarten, to establish ongoing aspirations for their child.
- Offering a place where the community has the opportunity to contribute to children's learning and development experiences or in other meaningful ways.
- Planning according to children's interests, strengths and abilities within the context of the families and local community and acknowledging the need for collaboration and flexibility.
- Guided play and learning, intentional teaching planned or spontaneous, and child-directed play and learning, exploration, inquiry learning.
- Providing intentional teaching through rich learning environments, meaningful interactions, challenging learning experiences and encouraging exploration of materials.
- Integrated experiences drawing on language, literacy and numeracy.
- Promoting awareness for our environment through exploration, inquiry and investigation of environmental issues that encompasses respect, influence and engagement, by supporting environmental sustainability through our programs and practices, thus encouraging an appreciation for our natural world.
- An enriched curriculum which will provide positive direction of learning and consistency
- Creating thoughtfully designed spaces across the kinder to promote inclusion, independent exploration, inquiry and autonomy.
- Creating an environment where children can grow and learn, develop skills and positive attitudes toward learning, and expand their knowledge and understanding of the world.
- Creating a variety of inviting spaces to promote learning with open ended play experiences and with intent on using loose parts, recycled and natural material. The spaces are set up to be respectful of children's need to be able to find resources/materials themselves.
- Collaboratively utilising a range of teaching strategies that support and guide children's learning and behaviour.
- Working collaboratively with professionals in the wider community to promote and strengthen language and literacy development for all children.
- Working collaboratively between families, kinder, school and other community services to establish strong links, positive connections, continuity of learning and transitions between home, kinder and school to achieve common outcomes.
- Working under the mission and the values of the YMCA, (Caring, Honesty, Responsibility and Respect).
- Providing a place that supports children's rights as declared in the United Nations convention on the rights of the child.

Children's contributions are valued and encouraged, they have expressed what they love/like best about kinder:

Playing with friends and making new friends *Mud play* *Playdough* *Bugs* *Water pump*
Painting Diggers *Lego Toys at kinder* *Kinetic sand* *Blocks Sandpit* *Bikes*
Magnetic blocks *Home corner* *Cooking* *Singing* *Wooden horses*