



Angaston Kindergarten

Philosophy Statement

Service Statement of Philosophy

At Angaston Kindergarten we acknowledge a child's uniqueness belonging to a family and respect the partnership with families and the culturally diverse community, as we go on a shared learning journey.

All children have the right to quality education in a safe, nurturing and stimulating environment that has a focus on routine, recycling and sustainability.

We respect and celebrate each child as capable, competent and active learners believing that play is the natural way that the children learn, using a growth mindset as a foundation for lifelong learning.

We acknowledge Australia's Aboriginal and Torres Strait islander people and will celebrate and imbue their cultural richness into the teaching and learning at our site. In particular we respectfully acknowledge the traditional lands of the Peramangk people on which Angaston Kindergarten stands and strive to build our knowledge of and connection with Peramangk people past and present.

What we believe about children

- We believe trusting and respectful relationships with staff are essential for children's success as learners
- We believe children need a safe, secure environment in order to develop a sense of belonging and positive sense of self
- We believe all children have strengths and have the right to be heard and contribute their ideas, feelings and knowledge to support learning
- We believe all children are capable and competent learners and should have the opportunity to develop to their full potential
- We believe children should experience fun, laughter and enjoyment while learning and interacting with others
- We provide an environment that supports all children's wellbeing and development
- We provide an environment that values children's active learning through play
- We acknowledge and celebrate children's similarities and differences.

What we believe about learning

- We acknowledge that play is at the centre of children's learning
- We provide an authentic child centered learning environment that supports children's interests and encourages exploration and inquiry through play
- We will enable children to develop their responsibility to care for the environment fostering hope, wonder and knowledge about the natural world.
- We believe the physical arrangement and aesthetic appeal of the environment is integral to children's willingness to embrace the learning process
- We believe trusting, supportive relationships between children and educators underpins children's learning successes
- We believe children's learning is enriched when educators and families work in partnership to support learning
- We use the Early Years Learning Framework: Belonging, Being, Becoming and National Quality Standards as a foundation for implementing quality teaching and learning.

What we believe about families

- We believe trusting and respectful relationships with families are essential for children's success as learners
- We believe parents have a positive impact on children's learning through their involvement in kindergarten and welcome the different knowledge; skills and diversity individuals bring to support learning
- We acknowledge and respect the cultural diversity and beliefs of all families
- We believe open communication with families builds trusting relationships
- We believe families are the primary influence on children's development
- We acknowledge that children and families bring their own stories with them to kindergarten
- We respect, support, value and communicate with families about their children.

What we believe about the Community

- We respect the varied and diverse cultures within our community and encourage involvement and participation through learning support and management
- We believe the community is an important resource and learning tool for our children and encourage and seek community involvement in teaching and learning
- We will actively seek the involvement of community members, groups, businesses and organisations to support teaching and learning at our site
- We collaborate with DECD and independent feeder schools in our region to enrich children's school transition experience.

Director ~ Cathy Bury

Philosophy Statement and Beliefs – Reviewed 21 May, 2018

- Endorsed