

Lobethal Community Kindergarten



2021 Philosophy Statement

Lobethal Community Kindergarten is a unique and caring learning environment with a strong focus on Nature Play, both within our “traditional” Kindergarten site and as part of our “Nature Connect” Bush Kindy program. We acknowledge that our learning spaces are located on the lands of the Peramangk and Kaurna people and we recognise their connection with the land. We will help care for and respect this land together.

Our image of the child is that they are capable, competent, creative, curious learners who have endless potential. We believe children learn best when they are engaged in a stimulating, challenging, high quality, play based learning program. We believe children thrive in an environment where they have a strong sense of belonging, and their ideas, interests and questions are explored, valued and responded to. **We acknowledge and celebrate children as authors, readers and mathematicians, actively fostering continuing skill improvement through our use of research based resources Bookmaking Pedagogy and Numicon.**

We value building strong, inclusive, **reciprocal relationships** with children and their families, respecting the diversity and uniqueness each and every family bring to us. We want children to feel a sense of ownership and belonging, where their “voice”, their culture, identity and life experiences are represented and reflected throughout their Kindergarten experience.

We strongly value “**Children’s Voice**” as an integral part of our ongoing planning and reflective practices, actively encouraging their ideas, theories, wonderings, dynamic risk assessments and **risk taking**, reflection and **initiative** within our child led emergent curriculum.

Staff have a strong belief in themselves as **life-long learners**, keeping up to date with current research and engaging in professional development, reflection and dialogue, to extend and increase current skills, knowledge and interests. Our staff team have a passion to provide a high quality learning environment in which children are given time and space to engage in critical inquiry, participate as reflective problem solvers, test theories and entertain possibilities in an environment where intellectual risk taking is valued and encouraged. We want staff and children to feel empowered and confident to experiment, explore, hypothesise, take risks, create, imagine and wonder.

We embrace the use of **technology as a tool** within our program and practice, and acknowledge its value in supporting and enhancing our learning environments at kindy.

Lobethal Community Kindergarten has a strong commitment to our “**Nature Connect**” **Bush Kindy Program**. We value the rich and authentic learning that can be achieved by spending full days in nature, and also acknowledge the depth of learning that can occur by revisiting these experiences over the kindy year. We believe our Nature Connect Program promotes the development of learning dispositions crucial to children being powerful learners. We will continue to collect data to support our learning about around Nature Play and will be strong advocates around the benefits it provides. **In response to the decimation of much of the park in the 2019 bushfire, we have become involved in the Bushland Park community reference group to ensure our voice and needs are considered alongside those of all stakeholders, by the parks masterplan advisory group.**

We provide opportunities for all children to grow and learn at their own pace, to initiate and resource their own learning journeys. We encourage **learning dispositions** of resilience, confidence, persistence, communication, curiosity, enthusiasm, cooperation, problem solving, imagination, risk taking, resourcefulness, and creativity. We promote the development of Executive Functions - cognitive flexibility, working memory and impulse control. We encourage children to be reflective in their learning, to validate current learning and we seek to empower them as 21st Century Learners. We strongly value and model kindness, compassion and caring for each other.

Our Curriculum is guided by the Early Years Learning Framework, the Literacy and Numeracy Indicators and guidebooks, observations of each child (both as an individual and within a group), and children’s interests, theories and ideas. We use current research and site inquiry findings to support the implementation of our curriculum. Staff are involved in reviewing our curriculum daily, and actively engage in an “**Every Child, Every Day**” approach to reflecting and recording. We aim to stimulate children’s thinking and build upon their existing knowledge and skills to enrich learning.

Sustainable practices are embedded in the kindergarten operations and consistently promoted in the everyday program.

We aim to share information respectfully with families about their child’s learning journey and collaboratively set goals during their kindergarten year. We will make each child’s **learning visible** by collecting work samples, photos, observations and learning stories and sharing these with families via our online platform.

We value the importance of effective **transitions** for children and their families and have developed a range of partnerships with local schools and childcare facilities. We aim to enable seamless and effective transition for our families.

Lobethal Kindergarten plays a strong and important role within our **Community** as does the community within our Kindergarten. We are strongly interwoven. Our Kindergarten provides a place where young children and their families come together regardless of social, cultural or economic status. It is a place of connecting, learning, and belonging for all, **past present and future**. We aim to be sensitive to the changing needs of our community, and to provide a service where staff are trained in trauma based practice, Circle of Security Parenting pedagogy and are responsive to the unique and ever changing needs of our community. We aim to network and participate in a range of community groups, to share resources and develop a range of support networks for families. We endeavor to make direct links with local businesses and community groups by visiting them with the children a part of our program. Our community links enable us to share information, reach goals, and promote the value of quality public education within our community.

Our **Statement of Philosophy** underpins all aspects of our decision making and practice at our centre. We believe it should be embedded and reflected in all that we do. We believe that a Statement of Philosophy evolves as new insights are gained and practice evaluated. We will review our Philosophy statement regularly, including input from children, families and educators.

Our Philosophy statement was developed during January 2020 with input from staff & families, LCK Philosophy statements from previous years, Belonging, Being and Becoming - The Early Years Learning Framework for Australia 2009; National Quality Framework 2011, DECD Preschool Literacy and Numeracy Indicators and guidebooks.