

Lobethal Community Kindergarten



2025 Philosophy Statement

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.

Lobethal Community Kindergarten is a unique and caring learning environment with an embedded focus on connecting with Nature both within our 'traditional' Kindergarten programs and as part of our 'Nature Connect' Bush Kindy program.

Our image of the child is as 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 where their ideas, interests and questions are explored, valued and responded to. We acknowledge and honour our children as both learners and teachers, supporting their development as authors, readers, mathematicians, scientists, artists and engineers. We celebrate our children as valuable and active members of our community.

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 with in their immediate and extended community, where their "voice", their culture, identity and life experiences are represented and reflected throughout their Kindergarten experience. We will work with our community to build intergenerational connections.

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.

Educators have a strong belief in themselves as **life-long learners**, engaging in ongoing professional development, reflection and dialogue, to extend and increase current skills, knowledge and interests. Our educators have a passion to provide a high quality learning environments 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. Educators value and encourage authentic, respectful and reciprocal communication with children to support their sense of belonging.

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, and encouraging children's curiosity, and sense of wonder.

Lobethal Community Kindergarten has a strong commitment to our “**Nature Connect” Bush Kindy Program**. We value the rich and authentic learning that occurs 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.

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 support children’s developing executive functioning skills (cognitive flexibility, working memory and impulse control) through our programming, including explicit teaching with groups and individuals, through our daily routines, and through our interactions and conversations with children. We support 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 will build a range of partnerships and opportunities for reciprocal connections with local schools and educators. We aim to nurture these connections to support seamless and effective transitions for our families, as well as provide a sense of community amongst our local educators.

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, 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 throughout our community. 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 2023 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.