

Service Statement of Philosophy

Salisbury C&K Kindergarten Centre Philosophy

In order to understand the teaching practices at the centre, it is first important to share the philosophical underpinnings of our program. Our beliefs about: early childhood education; children; role of teachers; the environment; and parents are summarized below:

Early Childhood Education

- Education is based on children's construction of knowledge through meaningful experiences which emanate from children's lives, interests and ideas
- Learning occurs through interactions with more expert others, including other children as well as adults
- Children's thinking is expressed and supported through multi-literate 'languages' including play and the arts as essential symbolic modes of communication
- Curriculum is co-constructed with children
- Documentation of children's thinking as expressed through their play, and other forms of representation, is a vital part of the teaching-learning process
- Teachers scaffold children's play, interests and ideas through open questioning, assisting children to solve problems which emerge in their play and investigations, supporting children as theory-makers, and documenting their emerging knowledge and skills

Children

- Children bring a wealth of knowledge and experience to their interactions and play which should be valued and built on through play, and enquiry
- Children are competent thinkers and communicators who are desirous of learning, and forming relationships
- Children are imaginers, and intrinsically creative thinkers, who deserve environments that value and support creativity through all forms of creative expression

Teachers' Roles

- Teachers provide time, space, and materials for children to explore, represent, and build knowledge and ideas
- Teachers interact with children to tune into their thinking & feelings, support the representation of their interests, and affirm their abilities
- Teachers build partnerships with parents to share insights into children and collaborate in their children's education and well-being
- Teachers create environments that maximize child control and self-regulation

Environment

- Environment offer choices, a predominance of open-ended resources, and opportunities for children to change or redesign the environment both indoors and outdoors
- Environments are aesthetic, with a selection of natural and recycled materials

- Children's artworks, creations, and documentation are aesthetically displayed with children's permission.
- Environment is flexible and spacious enough to accommodate significant numbers of children in spaces where they can create artistically, play dramatically, investigate, build, and explore.
- Large spaces should be dedicated to the arts, construction, and dramatic play, as these are the means whereby children have the greatest opportunities to express their thinking
- Environment contains couches, and cosy places for adults and children to relax read stories, talk, and relax

Parents & Communication

- Parents feel welcome to visit and stay any time, and have places where they can sit and talk with one another and with staff
- Parents and teachers engage in regular exchanges to promote partnerships in the education and rearing of children
- Documentation plays a critical role in helping parents understand their children's play and development. Portfolios with photos with explanatory text are a prime mode for documenting children's learning.

Celebrations, Themes and Learning Environment

- Celebrations differ for all families and we talk with any child who raises the subject and respectfully consider their views and opinions.
- At our Kindergarten, we enjoy celebrations that have meaning for all children and are developmentally appropriate, not those that the shops and media tell us to celebrate.

- We ignore the constant commercial promotion and the curriculum books full of craft ideas which don't reflect our belief in process-orientated, child initiated art experiences.
- We know that young children enjoy making items for parents and special members of their extended family and we encourage and support this throughout the year.
- We believe that a consistent routine enables the children to experience predictability and stability which in turn creates an environment in which children can explore, create and learn in without the restrictions of set, structured activities.
- Children's creations reflect their individuality, interest and their stage of development.