



## Our philosophy

**Our Philosophy aligns with C&K's Philosophical commitments that shape our approach to the early childhood curriculum: Children's rights, Honouring First Nations Peoples. Early Childhood education Social justice and Equity and Community Partnerships.**

### Mission

- To provide the highest quality early childhood education to Kindergarten children.
- To work collaboratively with families and communities.

### Values

- We believe that all children have the right to high quality early childhood education that is sensitive to their needs and is provided within a safe, caring, stimulating and healthy environment.
- We believe in providing an educational setting in which every child feels welcome and valued, where children are encouraged to have fun and learn through play, investigating, exploring and wondering in collaboration with the children and families and community. **Where children's ideas, interests, and questions are explored, valued and responded to.**
- We are committed to continuous improvement and evolving to suit the needs of the community in which we are situated.
- We believe it is important for children to have a strong connection to the environment, children are encouraged to explore and discover the wonders of nature, to respect and care for our grounds, gardens and wildlife. We embed sustainability and conscientious and thoughtful consumption practices in our service.
- We believe in the value of allowing children to take educated risks within their play *To nurture, guide, encourage, value, respect and support the uniqueness of each child.*
- We acknowledge and respect our Nation's first people, the Aboriginal and Torres Strait Islander communities and all the communities and diversity that are members of our service and our wider global world. We aim to ensure that our embedded practices acknowledge people across cultures, religions, abilities ways of being and genders and that each person is treated with respect, dignity and celebrated.

### Pedagogical approach

- We believe that learning is co constructed, that individuals bring with them their own unique experience, ways of interacting with the world, diverse learning styles as well as their family and social contexts, Gardner's theory of multiple intelligences is that there are many different ways in which intelligence is manifested in individuals and across cultures therefore we endeavour to provide a broad range of experiences to enable children to grow and develop in their own unique way.
- As educators we are in the position of co-learners, collaborators and facilitators of the child's learning journey



- We aim to provide experiences that are appropriately challenging and reflective of the child's interest, in order to do this, we scaffold children's learning as do peers and provide the time, space and resources for the learning to occur (Vygotsky).
- As educators we will work with children to promote and model positive ways to engage with others to be promote understanding, respect and empathy, we will facilitate problem solving when interacting with peers and the environment to help each child develop positive healthy relationships and resilience.
- Paramount to or teaching practice is critical reflection it enables the educator and child to reflect on the learning that is occurring where it can go from here and implement best practice ensuring continuous improvement.
- We embed multi-modal literacy learning within the day to day experiences for the children. The EYLF explains that literacy develops from birth as humans strive to express feelings, exchange thoughts and connect with others through gestures, sounds and language defines 'texts' as '... things that we read, view and listen to and that we create in order to share meaning'.
- Like literacy we believe the foundations of numeracy are laid in the experiences of children as they 'undergo unparalleled cognitive, social, and emotional growth' during their early years (Diezman & Yelland, 2000, 48) 'properties and mathematical patterns' (Campbell, 1999 106)
- Educators are committed to professional development and they themselves being life long learners to ensure continuous improvement and best practice
- **Families and Children Voices:** *Our 2020 review revealed these reoccurring theme form or children and family's participation in our Listening and Learning Tree*
- **Active Learning:** develop literacy skills and explore writing names developing curiosity and learning through play and investigation
- **Wellbeing:** resilience and confidence in trying new things
- **Communicating:** Express and share
- **Identity:** Welcomed, acknowledged and encouraged, embracing diversity build relationships.
- **Connecting:** developing friendships and peer relationship skills
- **Sustainability:** caring for our environment

