Our C & K Kelso Community Kindergarten Philosophy

Review Date: March, 2019

Introduction

C & K Kelso Community Kindergarten is a nurturing teaching and learning community made up of kindergarten children, families, educators and the wider community. We are fully supported by the C & K Childcare and Kindergarten Association (Branch Service) and by the Kelso and wider community.

Acknowledgement to Country

We acknowledge the teaching and learning that has taken place in this land for tens of thousands of years and recognise the important role Aboriginal and Torres Strait Islander peoples have within our community and country. We are honoured to be continuing with this tradition and are committed to respectfully acknowledging the Wulgurukaba and Bindal people as the original/traditional owners and custodians of this land. We pay our respects to the Elders of this land past, present and emerging.

Children

We acknowledge that each kindergarten child's learning life journey is unique and that support needs can vary from child to child. We adhere to respecting and believing in each child's personal rights and that the early childhood curriculum provided by our Service should create an environment which supports promotes and encourages the potential of each child, building upon each child's unique capabilities and strengths. This includes acknowledgement of the 1989 United Nations Convention of Children's Rights – their right to an education that lays the foundation for the rest of their lives, their right to play, their right to their culture and language/s and their right to be active participants in matters affecting their lives.

Teaching & Learning Community

We prioritise the best interests of children and recognise that we must also look at the best interests of our Service families, our Staff, the C & K Association, and the wider Kelso community in determining the best interests of our kindergarten children. We envisage the generation of a teaching and learning kindergarten community.

Families

We respect families as the primary and most influential carers of their children with the C & K Association and its staff supporting families in caring and welfare of and education of their children. Our Service recognises the value of building and engaging in open and trusted communication which has a 'shared language' between our Service staff and the child's home and family. Our Service's current of thought is to continually strive towards the development and deepening of a respectful and trusting partnership with each family in which we can value each other's knowledge and contributions, engage in sharing insights and perspectives about each child and share in decision-making.

Qualities

We hold the human qualities of respect, trust, honesty, integrity, compassion, courage, resilience to be central in our currents of thought within our Service. We believe these qualities can be embedded within our early childhood curriculum and that our teaching and learning community can be built upon these qualities and carried forward with children into the future.

Guidelines

We recognise that everyday practices, principles, and learning outcomes of the Early Years Learning Framework, and the C & K Building Waterfalls Curriculum provide us with guidelines for our kindergarten children's learning and teaching. We will use these guidelines to support us in making collaborative, informed and purposeful curriculum decisions.

Critical Reflection

We actively promote an ongoing cycle of critical reflection which embeds our thinking and evaluation of the 'elements of practice' (such as considering who, what, where, how, why) in order to support and make visible purposeful curriculum decision making. This ensures quality improvement within our early childhood curriculum and enables us to celebrate in that which we excel. Theoretical perspectives and current early childhood research will be further sourced in our critical reflections informing and/or supporting our practices and decision-making and to further our understandings of each child.

Curriculum

We believe that all children need time to develop, learn and grow at their own pace and will thrive in an environment which stimulates children's learning dispositions of curiosity, creativity, imagination, cooperation, confidence, enthusiasm, persistence, commitment and reflexivity. This ensures our early childhood curriculum will provide: individual choices of learning centres; large uninterrupted blocks of time denoted to outdoor, then indoor play time; child-initiated and staff-facilitated learning experiences; planned and capturing and extending spontaneous learning experiences; active and quiet learning experiences; free-flow meal times.

We fully embrace the Early Years Learning Framework and the C & K Building Waterfalls 'shared understandings' within our kindergarten children's learning journey and curriculum.

Sustainability

We actively participate in sustainable practices within our Kindergarten Community. We aim to promote 'Recycling, Reducing and Re-using' everyday materials for a variety of purposes. We have collaborated as a team and created ways to save energy within our Service by using electrical appliances wisely. Learning about our natural environment is incorporated within our program and spontaneous interests are scaffolded with intentional teaching episodes. Hands-on learning experiences, such as gardening, is promoted. Water conservation practices are discussed with children and we strive to teach about sustainable water usage. We encourage families, children and staff to play an active role in our sustainable practices, thereby supporting our Service's Environmental Sustainability Management Plan.

PLEASE NOTE:

The yellow highlighted wording in the above Service Philosophy indicates the inclusion of our Kelso Kindergarten children's voices, which was sourced and documented during Term 4, 2018.