Modbury North Kindergarten Statement of Philosophy

We believe that building positive, trusting, respectful and caring relationships is a vital part of our work with children and families. It is through these relationships that we support children to feel safe and included in the Kindergarten environment and in their learning and development.

We believe that all children are unique, bringing different experiences, cultures, knowledge and skills to their learning. We recognise and respect “that families are children’s first and most influential” (Belonging, being and becoming, EYLF 2009, p. 12) educators. We value and learn from the knowledge they share with us.

We believe that children are competent and capable learners who learn best through play in a social environment where they have opportunities to; practise new skills, make decisions, hypothesise, discover, experiment, explore, wonder, create, gain confidence, collaborate, cooperate, communicate, share, develop relationships, problem solve and have fun. We aim to develop in children; independence and stop and think skills, as well as dispositions for learning such as enthusiasm, persistence, willingness to have a go, confidence, curiosity and creativity.

We believe that there should be predictable routines in the daily structure. We allow for long, uninterrupted times for play with many opportunities for children to make choices.

We believe that every child is individual, developing at their own rate and in their own unique way. Learning is a lifelong process, shaped by experiences. The physical environment and resources are flexible and varied, containing many open ended resources. We believe that educators should be flexible when working with children; following children’s interests, sourcing resources, observing children, assisting children to enter play, providing scripts and role modelling. Educators use intentional teaching strategies such as; questioning, modelling, demonstrating, discussing, hypothesising and problem solving with children to extend their thinking and learning (Belonging, being and becoming, EYLF 2009, p. 15).

Educators are committed to their love of teaching, engaging in training and development and reflecting on what they do and why they do it. In our team environment, educators learn valuable skills and knowledge from each other.

(Reviewed February 2016)

The most important things that families want for their children at Kindergarten this year are:

... structure ... family ... experience ... to learn ... to have fun ... routine ... sharing ... respect ...