

Victor Harbor Community Kindergarten Philosophy Statement

Core Values: 'Belonging', 'Respect', 'Play Based Learning'

Our vision is to provide a safe play based learning environment that promotes respect, resilience and growth. We value successful partnerships with children, families and the wider community, whilst respecting cultural differences.

All children are valued as individuals who are acknowledged as being competent, capable, and active participants, learning at their own pace

All children progress towards learning and developmental outcomes by educators supporting them to develop dispositions of confidence, resilience, persistence, independence, curiosity, and a growth mindset through inquiry learning

Respectful, trustful, and meaningful relationships that promote wellbeing, a positive self-esteem, security and a sense of belonging

Collaborative partnerships with families and the wider community to enable children to learn and grow

We thank the Ramindjeri and the Ngarrindjeri people for sharing the land on which we walk, play and learn at our Kindy. We promise to do our best to care for and look after your land. The animals, the bush and the trees, the rivers and sea and all its people. We love our Ngarrindjerri land.

We celebrate each child's unique diversity whilst helping them to make progress towards learning and developmental outcomes

We care for the environment by implementing and promoting awareness of environmental and sustainable practices

We value and embed in our program, knowledge and respect for all cultures including Aboriginal and Torres Strait Island people

Staff use Critical reflection to demonstrate high quality practice and foster continuous improvement in the best interest of children

<p>Staff perspective</p> <ul style="list-style-type: none"> • Individualised learning plans, cater for each child's development and needs. • We speak to children with positive language and encouragement. • We employ extra ECWs to support children with additional needs. • Educators use differentiation in our own planning and at group times. • Being responsive and valuing children's voice, thoughts. Wonderings, strengths. These are then put into individual and whole group planning 	<p>Staff perspective</p> <ul style="list-style-type: none"> • Children lead their own learning by asking questions. • Staff record children's wonderings in an Inquiry book. • Educators respond and extending children's thinking by asking questions and scaffolding their learning. • Staff use growth mindset language, e.g you can do it. • Educators teach the children about the 'Zones of Regulation'. • Children are encouraged to have a go before educators support children. 	<p>Staff perspective</p> <ul style="list-style-type: none"> • At the start of the year, we make sure we build secure and trusting relationships with families and children. • Listening to children and their families. • Educators help children feel safe by comforting them and making them feel safe. • Educators make sure everything we do is done in a respectful way. • We are inclusive of all children and their needs e.g. we use visuals, ILP and One Plans. • Children get support and assistance they need. We 	<p>Staff perspective</p> <ul style="list-style-type: none"> • Educators share Individual Learning chats with families at the start of the year. • We have a strong connection with the High school and have a language program that runs at the kindy. • We visit our local library. • We invited families, to recycle unused items at the kindy. • Families engage in our self-review process. • Governing Council is involved in decision making. • Community service people are regular visitors. • Families are invited in to talk
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		cater for all the needs of children, socially, emotionally and wellbeing.	about their cultures.
<p>Staff perspective</p> <ul style="list-style-type: none"> • ILP Getting to know families and what they would like for their children • Putting ILP for children who require extra support • Follow their voice through planning and play • Each child has goals in the back of their journal and a cycle of planning that all educators use to monitor children's progress. 	<p>Staff perspective</p> <ul style="list-style-type: none"> • We recycle our scraps • Set up recycling bins • We talk to children about being sustainable • We recycle household items with family involvement • We have garden projects happening • Working on a Bushtucker garden in 2023 	<p>Staff perspective</p> <ul style="list-style-type: none"> • We use local Ngarrindjeri language • Do an acknowledgement to country with children • Talk about flags of all cultures • Read stories about other cultures <ul style="list-style-type: none"> • Talk about history <ul style="list-style-type: none"> • Do songs • Invite families in to talk about cultures • Have the high school over to exchange information about language etc • We attend FACIN meetings <ul style="list-style-type: none"> • We attend local cultural events • Staff attend local language groups at library 	<p>Staff perspective</p> <ul style="list-style-type: none"> • We have a critical reflection book, and we add to as the need arises • We reflect every night on children and each day and any positives or concerns that have arisen • Through conversation planning, children's journals, and informal chats with families. • Talk to families at end and beginning of day and reflect on what they have said. <ul style="list-style-type: none"> • See-saw • Major issues are reflected on as a team and next steps are made • Quality Areas are put out the front of kindergarten for families to comment on. This is then used to critically reflect on.

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