Risdon Park South Kindergarten Philosophy Statement

Our philosophy is founded on our knowledge that early childhood development focuses on the whole child – their social, emotional, language, cognitive and physical development. Risdon kindy is a place where adults and children work together to create a learning environment which is responsive to the needs of the children, their families and the community. We know that the early years of children’s lives are very important for their present and future health, development and wellbeing. Early childhood is the foundation on which children base the rest of their lives on.

At Risdon Kindy we recognize that the family is a child’s first and most important teacher and place high importance on developing strong working partnerships with each family. We value, openly welcome, embrace and support each child and their family unit. We respect all family’s diverse values, beliefs, family and cultural backgrounds, traditions, life experiences and knowledge these families bring to the centre. We accommodate and incorporate these into our learning programs and the kindy culture to ensure we provide a Curriculum that respects the diversity of the families and communities within Australian culture and where the Early Year Learning Framework Belonging, Being and Becoming curriculum is embedded in the principles and practices at Risdon Kindy. Good communication is an essential characteristic of education and education is most effective when there is good communication between the child, the parents and the staff. This is a high priority at our centre.

We provide a wide variety of opportunities for all children to develop in the following areas:
- Social skills – how to play and enter play situations with other children in a calm, sharing and rewarding way.
- Self-awareness and respect for others
- Emotional skills – for example understanding their feelings and how to deal with these in a safe manner
- Language, literacy and numeracy skills, such as reading stories, counting objects, awareness of print – letters/sounds/numbers
- A joy for learning and group activities, such as talking, drawing and making things together with other children their own age
- Ability to make new friends
- Exposure to new ideas and concepts

We understand that each child is an individual who comes to kindy with their own unique background, interests, needs and strengths knowing no two children are exactly the same. We base children’s learning around their interests and their own specific learning needs. Each child has their own Individual Learning Plan throughout their time at kindy that is developed, reviewed and worked on in partnership with parents/carers, kindy staff and with specialist support agencies in instances where the child requires additional support e.g. speech pathologists.

At Risdon kindy we believe children learn best through play and we value play as a medium for all aspects of development and learning. We pride ourselves on having a fun, exciting, engaging, interactive and inquisitive learning environment where children are able to base their learning around their own interests, but we understand a high quality play early learning environment does not just mean we leave children to play and learn independently. Our staff teach, support, scaffold and extend children’s learning within play situations. Staff engage within children’s play, extending their level of thinking and challenging them to extend their abilities. We provide learning opportunities through intentional teaching, setting up rich learning environments that have intent and purpose to develop children’s learning, making opportunities for children to learn through play, practice and consolidate their skills through repetition. We pride ourselves on a working balance of child initiated play based learning and teacher directed activities to suit all children’s developmental needs. All children are able to learn through play by enquiring, exploring, problem solving and researching.
The Early Years learning Framework is the foundation of all learning at Risdon kindy. We use the framework to extend and enrich all children’s learning through providing opportunities to maximize their potential and develop a foundation for future learning success. We acknowledge that children learn in a variety of ways and at different paces and therefore we differentiate the curriculum and the learning activities to assist each child to achieve within the five learning outcomes identified in the Early Years Learning Framework, which inevitably helps each child form their identity through Belonging, Being and Becoming. We take into account all the different abilities, strengths and interests of the children when programming.

We help children develop a sense of Belonging by helping them build connections with others and their environment. To do this we help build attachments, facilitate positive learning dispositions where children learn to value their peers, staff and the community and use empathy. We hold high expectations for all children and believe everyone can learn and succeed at Risdon Kindy.

We help children develop a sense of ‘Being’ by helping them develop and learn the skills to get to know themselves, to build relationships, to accept others and to value being heard. We do this by identifying children’s strengths and getting the children to share these with others and make sure we provide time for exploration and opportunities for them to make decisions.

We are committed to professional teamwork where all staff value and respect one another and the contributions they make to ensure a cohesive team. We are open to all new learning both through specific training and development sessions and learning from each other. All staff are committed to supporting the values, philosophy and practices of the Centre.

We believe and demonstrate through our practice that all children have the capacity to learn, holding high expectations for each individual child’s learning achievements and we believe all children will succeed to the best of their ability with a supporting, caring and co-constructed learning environment that flows through kindy and home experiences.