

PHILOSOPHY STATEMENT

Reviewed Annually.



At McKellar Stewart Kindergarten we strive to engage and develop the learning power and agency of every child.

Our philosophy is supported by the following principles that guide and inform governance, operations, teaching and learning.

Building a Sense of Community : Quality Teaching and Learning : Developing Global Citizens.

For children we believe:

- Every child is a unique, capable and competent learner.
- Caring positive relationships support children's wellbeing.
- Children learn through active, creative, sensory and engaging play experiences.
- Children learn through participation and social interactions enabling collaboration in playful learning.
- Children learn holistically from their life experiences and have the potential to grow their learning –brain theory.
- Building a connection with the natural world enhances children's wellbeing.
- Children will develop; a strong sense of identity; be connected with and contribute to their world; have a strong sense of wellbeing; be confident learners and effective communicators. by planning for the **Learning Outcomes** from our Early Years Learning Curriculum EYLF, *From Early Years Learning Framework for Aust. Belonging, Being and Becoming.*

Educators strive to engage and develop the learning power and agency of every child by:

- Developing secure, respectful and reciprocal relationships with all children and families.
- Actively promoting a view of the child as competent and capable.
- valuing the cultural, linguistic and social contexts of children and families.
- Critically reflecting and planning for individual and group learning experiences in partnership with children and their parents.
- Supporting children to be respectful, collaborative, powerful lifelong learners.
- Involving children as active participants and decision makers in constructing their own learning inquiries.
- Intentional teaching practise including, literacy, numeracy and STEM learning.
- Developing children's **Dispositions for Learning success.**
- Using brain theory strategies to support engagement in learning ie Move to Learn; Growth Mindsets; Executive Functions.

Provides a learning environment for all that:

- Is warm and welcoming actively seeks the involvement of parents and community.
- Is emotionally and physically safe.
- Demonstrates kindness and empathy.
- Promotes creative, imaginative play for children's individual choices and needs.
- Is inviting, challenging and creative, engaging the senses.
- Is equitable and inclusive of all being accessible, flexible and evolving.
- Reflects and values the diversity of all children, families and educators.
- Inspires respect and responsibility for the environment - embeds and motivates sustainable practises.
- Is well resourced and maintained in alignment with our beliefs.
- Incorporates support services for children and their families and builds community.
- Embeds a cycle of consistent reflection and review for improvement.
- Supports and values educators; providing professional learning that informs practice.