

Gwenfa Hampton Kindergarten

Our Philosophy....

At Gwenfa Hampton Kindergarten we incorporate and are guided by the National Quality Framework, The Victorian Early Years Learning and Development framework and support the Belonging, Being and Becoming Early Years Learning Framework. These documents provide a basis and guide which aims to extend and enrich children's learning. These documents allow us to advance all children's learning and development from birth to 8 years by supporting all early childhood professionals to work together and with families to support all children to achieve the learning development outcomes. Our programs reflect influences from the Steiner, Reggio Emilio and Montessori philosophies.

We believe that all children can advance in the following five learning outcomes;

- Identity - Children have a strong sense of identity.
- Community - Children are connected and contribute to their world.
- Wellbeing - Children have a strong sense of wellbeing.
- Learning - Children are confident and involved learners.
- Communication - Children are effective communicators.

We believe that the child's family care and education and the early childhood years are the most vital in ones life.

We provide a high quality innovative educational program for all children in a nurturing, trusting and caring environment with a focus on celebrating and encouraging children's individualism, creativity, curiosity and a love for learning.

We believe that each child is a unique individual who has his or her own interests, strengths, needs, experiences and abilities.

We believe in the rights of all children with respect to gender, cultural identity, family background and religious beliefs and we embrace the cultural diversity of the children and their families which is positively reflected in the program.

We believe children learn through active exploration of their environment. Children need time and opportunity to engage in open ended play based curriculum. Children learn through play as well as interpreting their understanding of life around them.

We view children as capable, competent co- contributors and acknowledge them as active participants in their own learning. We consult with children regarding a range of aspects of the program.

We believe it's critical to create a warm, friendly and welcoming atmosphere for children and families to become a part of. We strongly believe the importance of the link between home and kindergarten.

We believe the importance of developing close partnerships with families which will help to build on, and share knowledge about children. A curriculum that values contributions from families helps to promote

children's general sense of identity, security and well being thus prompting a sense of belonging, being and becoming.

We believe in empowering children with the skills, attitudes and knowledge that will help them to develop mutually respectful and rewarding relationships with people who are similar to and different from themselves.

We believe in promoting knowledge about and respect for the natural environment including the importance of reuse and recycle and using a variety of natural materials and play spaces throughout the program.

We believe a rich supply of open ended, natural materials provides scope for imagination in play. Children learn to enjoy building, using the natural materials in the room to make their own constructions and patterns.

We believe that educators should endeavour to create an environment that gives children time to play and encourages them to exercise their imagination and learn to conjure up ideas from within themselves

We believe children learn numeracy and literacy concepts through open ended meaningful play.

We believe in providing a variety of play spaces where children can spend time alone, with one or two others or with a larger group. It is important that children have access to a retreat where they can remove themselves from the group to have some quality time alone.

We believe children should have access to a variety of sensory experiences to allow them to explore and satisfy all their senses; these experiences may include water play, clay, finger paint, texture experiences, cooking, gardening and science activities.

We believe a holistic approach to children's learning and development and staff make conscious efforts to continue with up to date training and learning and ensure they are strong dedicated advocates for early childhood education and the early childhood profession.