

Hyland Community Kindergarten

Our Guiding Philosophy

At Hyland Community Kindergarten, educators believe that all children have a right to learn in a warm, nurturing environment, where their interests and abilities are known, appreciated and fostered within an emergent program. All aspects of a child's development are addressed within the program, ensuring a child's social, emotional, physical, cognitive and language abilities are developed.

All family cultures are accepted, with elements of the children's home culture to be incorporated into the program, allowing children a sense of belonging and ownership of the environment. Children are accepted as valued individuals, appreciated for who they are and for the qualities they add to our Kindergarten community.

Families are valued as the first and most important educators of children, and we will strive to know them, utilise their knowledge of their children, and build upon this knowledge to provide the best program for their child's learning. We value families input and contributions to the program and promote an open door policy so that families can see and participate in their child's learning.

The environment and consideration of it is paramount to us, with nature and sustainable practice embedded in our daily program, with many recyclable resources being used for artistic creation. We encourage children to respect and understand that nature provides for our wellbeing, and in turn, we must care for our natural environment.

Children learn through play. As educators we provide the inspirational environment with experiences and play spaces designed to invoke a child's interest. Children are capable and confident learners, able to make choices, show initiative, experiment, create and imagine.

Our guiding document, the Early Years Learning Framework, is a priority when planning and implementing our program. The five essential outcomes as stated in the Frameworks – "Being, Belonging, Becoming" are foremost in our interactions with children and families; in the documenting of our program, and the future planning for children's learning.

Identity – Children have a strong sense of identity

Community – Children are connected to 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

Our staff are highly valued members of our Kindergarten community, and we promote an environment where all educators' beliefs, values and skills are respected. Our staff are supported to aim for the highest of qualifications, reached through ongoing professional development, in order to provide the best quality educational experience for the children.

We take pride in our Kindergarten environment and encourage the children to do the same. We endeavour to have the children tidy their own spaces, participate in gardening and sustainable practices, and take ownership of their surrounds. We proudly share our facility with the community; a place where children are able to learn, feel safe and belong.