Sale North Kindergarten – Our Philosophy.

- Our curriculum is informed by the Victorian Early Years Learning and Development Framework which identifies five Outcomes for children from birth to eight years:

  Children have a strong sense of identity.

  Children are connected and contribute to their world

  Children have a strong sense of wellbeing.

  Children are confident and involved learners.

  Children are effective communicators.

- We believe that young children learn through play and provide opportunities for children to choose play areas, materials and partners. Experiences provided are open-ended allowing for all children to succeed.
- The play-based environments will help young children to develop knowledge and practice skills in an atmosphere where they are encouraged to become independent learners. There will be opportunities to engage in a broad range of relevant activities using a variety of materials and equipment as the children interact with their environment.
- The provision of interesting play areas inspire children to engage in imaginary or pretend play, helping them to make sense of their world. Through interactions with children we promote cognitive development as they become actively engaged in their own learning and are encouraged to question and construct their own understandings and meanings.
- We will promote a literacy and numeracy rich environment where children engage in experiences to use and develop skills in speaking, listening, writing and learning about written words and numbers.
- Many musical experiences are shared together, as children have a natural love for singing, chanting rhymes, moving and dancing.
- We will promote an inclusive curriculum that will help children to learn about fairness and equality early in life, as educators have an obligation to help students to become citizens that have the knowledge and courage to advocate for social justice.
- Staff will appreciate and acknowledge desirable attitudes and dispositions; as it is not only our goal to teach knowledge and skills, we must encourage children to become curious, cooperative and helpful.
- The program will reflect the diversity of family types, their life styles, backgrounds, experiences and cultures, acknowledging the uniqueness of each family. Non- stereotypical material will help children to learn that both boys and girls can assume nurturing roles in the family and choose from a wide range of jobs and professions.
- The forming of close working partnerships with families 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"
- The relationship between the community and the kindergarten is promoted by talking to children about their community and inviting community members to share experiences with the children.
- Educators continue to develop their professional knowledge and will use critical reflection to inform practice. They will work collaboratively to share information and plan to ensure holistic approaches to children's learning and development.