

Service Statement of Philosophy – Agnes Goode Kindergarten

At Agnes Goode we believe in excellence in education and care, and that every child should achieve their potential.

“ ...our image of the child is rich in potential, strong, powerful, competent, and most of all, connected to adults and other children

(Malaguzzi, Reflect, Respect, Relate, 2008)

We believe –

CHILDREN

- learn best in a play based learning environment (exploratory, sensory, physical, social, pretend and symbolic), actively constructing understanding of their world
- when they are engaged, intrinsically motivated, secure, empowered, confident, and have a ‘voice’
- need opportunities for exploration, experimentation, problem solving, repetition and refinement of skills and concepts
- learn best through ‘doing’, with enough time and space to fully engage in the learning opportunities
- should be supported in building positive relationships with the staff and their peers
- require a broad range of learning experiences, where learning is supported by high quality, informed & engaged educators grow with a sense of connection, belonging and being, part of an active, inclusive learning community

FAMILIES

- are children's first and primary educators
- should feel welcomed, valued, respected, informed, and supported
- require regular, accessible communication, through a variety of mediums ,regarding their children's learning
- will be provided opportunities to be supported in their role as parents
- are encouraged to be actively and authentically involved in the kindergarten program

EDUCATORS

- should extend and enrich children's experiences lifelong love of learning and a sense of wonder
- provide experiences that relate to children's culture and background and aim to develop cultural understanding in all children
- provide a safe, inviting, stimulating, nurturing, inspiring learning environment
- support strong transitions
- ensure families are informed and engaged in their child's learning journey
- support children's learning (physical, social, emotional, intellectual) and active engagement
- must be positive, professional, welcoming, inclusive and aspirational
- are continually reflecting on their pedagogy and practice, as lifelong learners
- focus on building strong connections and relationships
- provide a program that is well planned, documented, evaluated, responsive, relevant and meaningful
- support children in developing positive **dispositions** that help them to learn as **powerful learners** – now and into the future – curiosity, persistence, enthusiasm, investing and managing energy, problem solving, resourcefulness, flexibility, collaboration, reflection, confidence, resilience, empathy