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

This Statement has been reviewed by staff, families and community 2016.