



Le Fevre Kindergarten Philosophy Statement

Le Fevre Kindergarten is a Department for Education and Child Development (DECD) public preschool facility providing education to families with children of preschool age, as defined by the State Government.

The kindergarten is a place where adults and children work together to create a learning environment that is responsive to the needs of the children and the community.

We believe that every child is unique in terms of life experience, developmental readiness and cultural heritage; therefore we

- provide a safe, nurturing, stimulating environment that accommodates and embraces differences.
- plan developmentally appropriate learning experiences that are provided through a play-based curriculum, allowing children to socialize and have fun and play.
- create and maintain safe, healthy environments, spaces and places.
- value and build on children's strengths, skill, knowledge and interests to ensure their motivation and engagement in learning and to foster their independence.

We respect all children's capacities to succeed. We are committed to strengthening early childhood education and improving outcomes for Aboriginal and Torres Strait Islander young people.

We support and encourage children to develop skills that support their learning through a play-based curriculum; therefore we

- plan a play-based curriculum using current curriculum frameworks (at this time the "Belonging, Being & Becoming"- Early Years Learning Framework).
- provide a curriculum that addresses all areas of children's development and meets the needs of diverse groups of learners.
- assess and support the individual learning, development and level of wellbeing of children through interaction, observation and record keeping.
- provide learning experiences that are interesting, inviting and challenging to allow children to build on their existing knowledge, skills and interests, and to discover new learning and foster independence.

We believe in the integration of learning and play. We strive for a balance between child led, child initiated and educator supported learning.

Our early childhood educators work in partnership with families, children's first and most influential educators; therefore we

- build positive and respectful relationships with children and their families to enhance children's learning and wellbeing.
- strive to work in partnership with the families to benefit the child and create a welcoming environment where all children and families are respected.
- encourage parents and caregivers to participate in the kindergarten community through the Governing Council, fundraising and social events, and to be an active part of the kindergarten program.
- develop partnerships with families and engage in shared decision making where appropriate.

We believe that children progress well when they, their parents and educators hold high expectations for their achievement in learning.

Our educators provide young children with opportunities to maximise their potential and develop a foundation for future success in learning; therefore we

- draw on our creativity, intuition, knowledge and imagination to help improvise and adjust our practice to suit the time, place and context of learning, allowing for flexibility to enable us to reflect and follow the child's interests, desires and needs, as well as promoting their wellbeing and involvement.
- continue to engage in Professional Development and Training to build our professional knowledge and skills, and to continue to enhance and implement our learning and understanding
- collaborate with colleagues to generate a culture of continual reflection and renewal of high-quality practices in early childhood education.
- acknowledge and support the personal strengths, professional experience and diversity which our colleagues bring to their work.

We support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interests of children, families and staff.

Reference documents.

Code of Ethics - Early Childhood Australia - a voice for young children

"Belonging, Being & Becoming"- Early Years Learning Framework for Australia 2009.

June 2012