

# Modbury Kindergarten Statement of Philosophy

At Modbury Kindergarten, we embrace holistic approaches to learning and development, recognizing the whole child, their individual strengths, wealth of knowledge, desire for learning, and anticipation to be seen and appreciated for who they are and what they bring. We foster a collaborative and inclusive environment, that values diversity and difference, empowering children, families, and educators to grow together over time. We recognise that children with high levels of wellbeing and a sense of security are ready to learn and engage with others. By cultivating a nurturing environment, we aim to inspire a lifelong love of learning and support children to become confident, compassionate, and well-rounded individuals who are active citizens.

We believe families are children's first teachers, appreciating each family as unique and have knowledge and skills that enhance and contribute to the life of our centre. We encourage authentic partnerships and welcome active participation with families in ways that are meaningful and comfortable for them.

Play is the vehicle which children investigate their world, test their theories, explore and create. At Modbury Kindergarten we believe children learn best through play and intentionally create open-ended experiences that engage them through hands-on research. This provides the ideal vehicle for developing learning dispositions, including curiosity, creativity, problem-solving and deep thinking.

We build upon each child's existing understanding and knowledge, encouraging them to explore and express themselves through a hundred languages, constantly challenged by the principles of the Reggio Emilia educational project. This collaborative approach enables us to tailor our learning program to meet the unique needs and interests of each child, encouraging contribution, positive relationships, agency in their learning and developing skills and capabilities in preparation for living satisfying and fulfilling lives.

We are guided by the principles, practices and learning outcomes of the Early Years Learning Framework for Australia, Belonging, Being & Becoming, and the National Quality Framework.

We are committed to notice the competent and capable child, and then make what they know, can do and understand visible to others through documentation, expressed in multiple languages and media, including drawing children's attention to their own learning.

Our learning environment, both indoors and outdoors, is a third teacher, which we intentionally design to be welcoming, challenging, engaging, and filled with opportunities that spark children's curiosity and foster their sense of discovery as part of our learning community. We give careful attention to ensuring these environments are inviting and aesthetically pleasing, creating spaces for collaboration in home-like ways to support transitions between kindy and home.

We are privileged to gather as a learning community on Kurna Land and are committed to connecting children meaningfully to Country and culture.