



Hepburn Kindergarten Philosophy

At Hepburn Kindergarten the child is at the heart of everything we do. We view children as competent, capable, unique individuals and seek to guide them to reach their full potential, by providing high quality education and care that builds a strong foundation for lifelong learning.

We value a holistic approach that responds to children learning through play and is based on their strengths and interests. We are guided by the principles and practices of the Victorian Early Years Learning Framework, Belonging, Being and Becoming and the learning outcomes of Identity, Wellbeing, Community, Learning and Communication.

At Hepburn Kindergarten **Belonging** means that children feel safe, secure and supported. Partnerships with children, families and community are essential. We recognise that families are the child's first and most influential teacher and connect to local community to enhance children learning and provide a feeling of belonging and social acceptance.

Through **Being** we foster children's self-worth and freedom of expression, in a secure and responsive environment that encourages kindness, resilience and social and emotional intelligence. Where all children have the right to learn in an inclusive, positive and nurturing environment.

Children experience **Becoming** when teaching is intentional, and experiences are open ended, hands on and allow children to learn at their own pace and level of development. Literacy and numeracy are embedded in meaningful ways throughout the program and service to foster these emergent skills. The indoor and outdoor environment are of equal importance, fostering curiosity, wonder, inquiry and exploration and the natural world is highly valued. The program fosters children's cultural competence, and diversity and uniqueness are recognised and celebrated.