

Sebastopol South Kindergarten Philosophy

Our kindergarten has been a part of the Sebastopol community for over 30 years. Our philosophical values are to develop strong links with education, community and for children to live lives with the spirit of understanding, contribution, social justice, peace and friendship. As we gather, play and ascertain knowledge within this environment, we wish to pay our respect to the traditional custodians, the Wathaurong people past, present and future.

Our pedagogical practice recognises children as citizens with voices of their own, in a naturally rich learning environment that stimulates their wonderings, ideas and interests. We respect children's learning possibilities, desires and believe that the encouragement of unhurried discoveries and rich relationships contribute to their sense of wellbeing. It is every child's right to enjoy their childhood.

We value the diverse social and cultural practices that families bring to our learning environment. We endeavour to build trusting relationships with families so together in partnership we can nurture every child to meet their learning potential.

The educational curriculum strives to develop foundational skills of learning and development through play and the learning ideas that it generates. Educators are resourceful in setting an equitable play-based environment, where children are provided opportunities for learning to occur through their senses, through exploration and by making discoveries while engaging in social interactions with others. Our kindergarten programme is underpinned by the principles and practices of the *Victorian Early Years Learning and Development Framework* and the national framework *Belonging, Being and Becoming*.

The aspirations that we have for our students are to embrace learning with hope, agency and compassion. To have a strong desire for continued learning, value the richness of diversity and to contribute as global citizens caring for the environment and humanity. As early childhood educators we see ourselves as life-long learners; as co-constructors of learning together with children and we strive to continually reflect on our theoretical work practices and use those reflections to drive innovation and improvement in all teaching and learning.