



# Statement of Philosophy – Valley View Kindergarten

Learning is the heart of everything we do. We believe that all children are successful, competent and capable learners and that all areas of learning and development are equally important and connected (social, emotional, communication, creative, cognitive, physical, and spiritual). Every child is unique in the way they learn; their rates of development; their strengths, ability, needs; life experiences; their family and cultural heritage. We are committed to optimising every child's access and participation to the curriculum by working collaboratively with families, Speech and Language Program Speech Pathologist and teacher, Department for Education Support Services, support agencies, health care specialists, private specialists, transition schools and community.

*We believe that Kindy is a magical and exciting experience for children and families that (for most children) only occurs over 1 special year.*

## **EFFECTIVE TEACHING:**

-Continuing with the Marte Meo principles throughout 2023, our Kindy community believes that each child has a 'Goldmine,' within them. It is the Educator's responsibility (while walking hand and hand with families) to nurture and grow each child's abilities and understandings by communicating using: 'following', 'linking' and 'positive leading' practices.

-High quality educational programs are provided which encompass each child's sense of identity and belonging to an 'Educating Community.'

· Educators recognise the importance of communication and language development (including early literacy and numeracy) through a Book Based Planning approach, (explicit and intentional teaching) and are committed to, through our Quality Improvement Plan and our Strategy for Public Education focus on learning and thriving.

- Focus on purposeful play and responsive curriculum including intentional teaching allowing all children to feel valued and respected in their learning due to the responsive relationships they develop with educators.

## **ENGAGING CHILDREN:**

· There are regular plans for children's learning in accordance with the National Early Years Learning Framework v2 - Belonging, Being and Becoming. We extend children's spontaneous interests; plan for individual learning identified through: conversations and sustained shared thinking, educator observation, anecdotes, photos, and screening tools and in collaboration with families, gathering information about their child and their aspirations during their child's time at kindergarten. Families are provided with information about their child's development through informal conversations, portfolios and formal reports.

## **PARTNERING WITH FAMILIES AND COMMUNITIES:**

· Valley View Kindergarten welcomes and encourages family involvement at the level they choose to participate, from assisting in supporting children in the kindergarten learning environment, sharing their interests with the children, taking tasks home and attending centre functions. We strongly value consultative processes to include families in decision making that affects them, such as what they believe is essential to be included in the curriculum; reviews on current practice, procedures, policies and feedback about satisfaction of service delivery through the Parent Opinion Survey and centre generated questionnaires. Families are invited to join the Governing Council to work in collaboration with the staff team to improve outcomes for

children as the 'community voice' in of all aspects of service delivery. A beautiful, stimulating and interesting learning environment is something that has been developed with the Kindy community over a number of years and this is something that we pride ourselves on.

**STRENGTHENING SUPPORTS/ RESOURCING AND INVESTMENT:**

- Valley View Kindergarten prides itself on the provision of inclusive and supportive processes and timely implementation of appropriate early intervention processes. Funding is applied for to ensure all children can access quality learning opportunities.

**IMPROVEMENT AND RESPONSIBILITY/EMPOWERED LEADERSHIP:**

The 2023 PQIP priority focussed on developing the children's ability to recall and recount information. The Language Rich Interaction Tool and Communication Profiling allowed for educators to build their capacity around this focus. Following on from this for 2024, provided the impetus to develop each child's ability to take part in elaborative reminiscing. Using the Narrative Language Measure reiterated our thoughts about many of the children being able to learn language through sharing memories or reminiscing. Celebrating this within the community but also not resting on this idea allowed the provision of 'challenge,' for the children and also focussed on the question of what's important for children to know concerning their literacy skills when developing reading skills? Elaborative reminiscing helps develop narrative skills and a focus on feelings develops empathy. This then leads onto the children developing reading comprehension skills through recognition of the structure of a story.

Our Philosophy is a living document of which continual reflective practice and improvement will develop as the community learns and grows over time. The PQIP is on display and is considered a work in progress for the community to provide review and reflection. Correspondence throughout the year focussed on our priorities and professional development provided ensured progression of our improvement priorities. The focus on sustained shared thinking and language rich interactions enabled educators to focus on improvement of their pedagogical practices and workshops and Governing Council meetings empowered parents and community to interact and communicate with their children in providing continuity of learning. Speaking with local feeder schools and sharing meetings and information also enabled the transition process and continuity of learning around each child's conversational skills to be acknowledged so that we honour each child's learning not only at Kindy, but at home and further onto school.