

St Albans Park Kindergarten Philosophy

St Albans Park Kindergarten acknowledges the traditional custodians of the land, the Wadawurrung people of the Kulin nation. We aim to promote an awareness of respect for the Aboriginal and Torres Strait Islander **culture** and the land on which we play and learn.

At our kindergarten, we provide an **inclusive** space where everyone is welcome, acknowledged and respected. Each child is valued as a unique individual and capable of learner. All children are treated equally and with respect; regardless of race, culture, ability or gender. We promote an **anti-bias** program where everyone is valued, included and heard.

We acknowledge that education starts at home where families are the experts on their children and come with a wealth of knowledge and experiences. We recognise that **partnership** with families, educators and the broader community nurture a universal approach to children's learning and development.

Our education program and practice are developed in line with the Victorian Early Years Learning and development Framework (VEYLDF), National Quality Standards, Code of Ethics and Child Safe Standards. These frameworks guide our kindergarten to achieve the best possible outcome for all children who attend our service. We believe every child should have a sense of **belonging** and be able to build safe, trusting and secure **relationships** with educators and peers. Promoting a sense of identity encourages each child to explore the environment alongside the educator and have a confident, fun and happy approach to learning in the early years of their education.

We understand that time spent in both indoor and outdoor spaces gives children opportunities to **explore, question, imagine** and play. We value the outdoors and see it as an extension of the indoor learning environment and our beautiful yard allows for all forms of play. Children reflect on their outdoor environment and communicate enjoyment of areas such as a sandpit, digging patch and swings. We appreciate learning as a process and place value on effort over outcome. Children are encouraged to ask questions, challenge themselves, contribute their ideas and be involved in programming. We look at the child's development in a holistic manner and work with the children and families to develop **social skills** and **friendships, resilience**, positive interactions and healthy relationships, which they tell us they want to learn.

The **safety and wellbeing** of all children in our care is of paramount importance to us. We support the inclusion of allied health and external professionals, including the governance and leadership of Meli, and endeavour to achieve the best outcomes for children in all areas of their development.

