

# Bayview Heights Community Kindergarten Philosophy

- To provide educational program and practice within an emergent curriculum that is play based, incorporates intentional teaching and learning through routines and that is implemented by educators who honour every child's right to play and to a happy and fulfilling childhood.
- To implement a program that views children as competent and capable, builds on their interests and strengths and provides opportunities to explore, solve problems, spend time in nature, develop friendships, imagine, use creativity and extend capabilities in language, literacy and numeracy.
- To use Belonging, Being and Becoming: The Early Years Learning Framework for Australia as our approved learning framework alongside Queensland Kindergarten Learning Guideline as frameworks for our educational program.
- To cater to the individual health and wellbeing of each child in partnership with families and our community; to promote nutritious food and physical activity as the foundations for a healthy lifestyle.
- To be committed to the protection of children and their rights, including their right to play.
- To provide an environment that is inclusive and fosters meaningful, positive relationships between children, educators, families and the community; provides challenge and promotes healthy risk taking; facilitates independence, investigation and creativity; promotes a sense of wonder about the world; is aesthetically planned to promote development; provides time in nature; and where children are supported to show respect for the environment.
- To actively promote sustainable environmental practices and Nature Pedagogy is an integral part of children's learning.
- To foster a team approach with a commitment to critical reflective practice, professional development and where all children, families and educators are respected and valued and work collaboratively to affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.
- To create a climate of trust and mutual respect between educators, children and families where parents are acknowledged and supported in their role as lifelong educators for their children.
- To show respect and acknowledgement of First Nations people and culture, and to actively implement our Reconciliation Action Plan. To embrace and respect the social and cultural diversity of all our families.
- To promote social justice, foster a spirit of co-operation, kindness, acceptance, empathy and friendliness amongst kindergarten stakeholders.
- To create a professional learning community that is committed to continued improvement and the effective management of the kindergarten and where families experience a sense of ownership through participation in learning, management, enhancement projects and social events.
- To encourage family and the wider community involvement to provide a team approach where all stakeholders are respected and valued to provide a flexible service to meet the needs of our community and to foster our belief that 'it takes a village to raise a child'.

This document is reviewed annually and last ratified in September 2024 following collaboration with the educators, children, families and community of the kindergarten.

***We acknowledge the Gimuy Walubarra Yidinji people as traditional owners of the land our kindergarten is built on and pay our respects to elders past, present and future.***

