



Our Statement of Philosophy

At Little Miracles we believe that kindergarten is the first significant step in your child's transition to school.

Little Miracles Community Kindergarten lives its fundamental belief in the value of early childhood education- a belief that, indeed, it takes a village to raise a child: and that to contribute to the development of children who feel valued, cherished and supported is both a collective responsibility and a privilege.

Our core VALUES are:

RELATIONSHIPS

No learning can occur without established relationships. These occur between children, between staff and children, staff and parents, families and between staff and support services.

INCLUSIVITY

For children and families from all backgrounds (cultural, race, beliefs, family structure and abilities)

PLAY

Play is often talked about as if it is a relief from serious learning, but for children, play is serious learning, play is really the work of childhood – Fred Rogers

EXCELLENCE

We continually strive for excellence in all areas through innovation, collaboration and critical reflection.

These core values were created from feedback gathered from families, children and staff of the Little Miracles Community – see below

Our VALUES are evident within our vision. Our vision is for all children to experience play-based learning where:

- the environment is safe, engaging, stimulating and a happy place for all.
- children can draw on the things they already know, and educators can scaffold children's new learning and understandings.
- children have the opportunity to make choices and decisions in their play.
- where the learning is differentiated to cater for the abilities and interests of each child.
- learning is occurring in all areas of the curriculum including – social and emotional learning, language/literacy, mathematical learning, science and the environment, community, physical education and health, art, music and drama, ICT and technology.
- children are supported to build skills to be successful in life: social skills; thinking skills; problem solving and decision-making skills; self-awareness and self-confidence; self-regulation; consideration and respect for themselves, other cultures and the environment.
- they are developing positive attitudes towards learning – will attempt things they have not tried before and persevere with things they have not yet mastered.
- children will also take part in set activities to enhance skills and development.
- At Little Miracles, we promote the value and contribution of our kindergarten within our community and take pride in celebrating our shared history and its connections with the community in the past, present and into the future, including recognising the traditional owners of our land.

Supporting our Philosophy

Underpinning our philosophy, we acknowledge the important roles that the Curriculum, Partnerships with Families, Relationships, the Environment and Healthy and Safety play as part of educating children.

Curriculum

Educators at Little Miracles are committed to the use of a nationally approved learning framework (Early Years Learning Framework and Queensland Kindergarten Learning Guidelines). This framework informs the development of a curriculum which enhances each child's holistic learning and development in relation to: their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

The curriculum is delivered through a play-based program where individual children's knowledge, ideas, abilities, culture, and interests provide the foundation for learning. Educators are focused, active and reflective in delivering an inclusive program which ensures that each child is supported to participate and is progressing toward curriculum outcomes. Critical reflection and assessments of individual children's learning and group learning is shared with families through Storypark, parent interviews and the Collaborative Teaching and Learning Journal (online version used and shared through Storypark).

Perspectives on Children's Learning

Partnerships with families and communities

Our Educators acknowledge that children come to kindergarten with learning they have acquired at home and within their communities. Educators use intentional teaching to scaffold and extend on this learning within the classroom environment. We value parents as their child's first and most influential teachers and respect and value the unique culture and customs of different families. Parents and families thus have an important role in children's learning. Educators work to build positive collaborative partnerships with parents and within the local community to ensure that connections are made between the learning that is occurring at home and that which is happening within the classroom. At Little Miracles, we promote the value and contribution of our kindergarten in our community and take pride in celebrating our history and its connections with the community in the past, present and into the future, including recognising the traditional owners of our land.

Relationships

All children need to know that others care for them and are interested in what they do, think and feel. Building warm, trusting and respectful relationships with children promotes their wellbeing, sense of security and self-esteem. Relationships of this kind free children to explore their environment and engage in play and learning.

As young children transition into formal schooling it becomes increasingly important for them to develop skills to independently engage in the social world. Educators take a positive approach to guiding children's behaviour which is aimed at:

- developing respectful and warm relationships with others
- empowering children to regulate their own behaviour
- responding appropriately to the behaviours of others and
- developing skills to negotiate and resolve conflicts with others

Environment

Educators focus on creating inclusive indoor and outdoor learning environments designed to promote and facilitate children's learning. The physical, social and temporal elements are purposefully planned and adapted so that all children:

- feel welcome, safe and supported
- can actively explore, investigate and interact with others in both the natural and built environments
- have opportunities to create and discover, use their imagination, rest and relax, be active and noisy, to get messy and to learn about the world around them
- can make choices and take ownership of their learning
- cultural identities, diverse abilities, interests and needs are catered for
- learn about and engage in sustainable practices
- are able to develop deep understandings and reflect on their learning through shared meaningful conversations with others
- play independently and collaborate with others
- engage their senses, including visual, auditory and kinaesthetic modes, and explore aesthetics
- engage in all areas of learning and development.

Learning environments are routine based and flexible: provide children with open ended resources; appropriate levels of challenge; and opportunities to take appropriate risks with their learning.

Health and Safety

All children have the right to experience quality education in an environment that provides for their health, safety and wellbeing. Fundamental to this provision is:

- maintaining adequate supervision of children at all times
- monitoring and minimizing safety hazards in the environment
- ensuring effective hygiene practices
- promoting the need for physical activity and healthy eating
- providing for individual children's rest and relaxation requirements
- managing illness and injuries effectively
- annual staff training relating to care of children (eg first aid, anaphylaxis, asthma, code of conduct)

Leadership and Management

Little Miracles Community Kindergarten promotes a positive, organised culture where management, parents and staff work together to build a professional learning community which is motivated to continuously improve the service for the benefit of children and their families. Underpinned by the National Quality Framework, provision is made to ensure that administrative systems enable the effective management of the service and that all educators are suitably qualified and experienced in early childhood education.

We value an environment where staff and committee members are supported and where individuals' skills and strengths are acknowledged and valued. As a team it is important for us to reflect on our practice, learn from each other, take part in professional development and continue developing to ensure best practice.