



## RENDELSHAM KINDERGARTEN PHILOSOPHY

The Rendelsham Kindergarten community (educators/families) believe that building upon children's experiences and prior knowledge provides the best foundation for learning in early childhood.

We want children to have fun

- o Feel secure and build trust and confidence in themselves and others
- o Gain an enjoyment and zest for lifelong learning and living that they will carry with them on through to school and for the rest of their lives
- o Develop independence – a sense of responsibility and above all, a healthy and strong well being

We provide children and families with a caring and friendly environment that builds trusting relationships for all and encourages a sense of belonging to promote learning through-

- o Sharing with and caring for each other
- o Social interactions
- o Understanding and respecting others
- o Opportunities to safely take risks
- o Make mistakes while learning and have another go
- o Opportunities for challenges, exciting and stimulating experiences that make children think, question, explore and discover as they develop new skills
- o Opportunities to develop a love of stories, books, music, language, maths and the world in which they live
- o Learning experiences that acknowledge children's individual needs and strengths which extend, stretch and help them to grow
- o Opportunities for children to develop self-discipline and independence to enjoy cooperation with others and to develop friendships
- o Opportunities to be active, time to be reflective and share their thoughts
- o Acceptance and encouragement of children's creative efforts, persistence and independence in doing things for themselves

Above all, we acknowledge children as unique individuals who are valued in their own right and have opportunities for learning which help them develop into happy, healthy, well balanced individuals.

### How we do this at Rendelsham Kindergarten

Educators build children's learning in the principles of the Early Years Learning Framework (EYLF) curriculum document '*Belonging, Being, Becoming*'. The EYLF delivers high expectations for all children's learning from birth to five years and through the transitions to school. It communicates these expectations through the Five Learning Outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

**Belonging** acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are essential to a sense of belonging.

**Being** recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and difficulties, and encountering challenges in everyday life. Children's identities, knowledge, understandings, capacities, skills and relationships develop during childhood.

**Becoming** reflects these processes of rapid and significant change which occur in the early years as young children learn and grow.

Educators believe in a holistic (whole child) approach to learning. We encourage children to wonder about their world and to satisfy their natural curiosity. In our play based and inquiry led learning environment, educators take time to listen to children and document the learning. Educators reflect on children's interests and growth using these understandings to individually plan facilitating rather than directing the learning journey.

**Play** provides opportunities for children to learn, as they discover, create, improvise and imagine. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. (EYLF)

Children will be actively engaged in their learning and this enables them to develop greater self-awareness and understanding of the world in which they live. Many natural and wonderful resources are available to the children. These offer thinking, wonder and provoke ideas to help our children communicate their thoughts and knowledge with others.

By following children's interests in their learning we will help to create confident, independent learners who are able to work happily and comfortably in a group. Children are encouraged to think independently, to embrace new challenges, to work collaboratively, to build new friendships and to celebrate their successes.

We believe children need opportunities to grow their learning through the development of learning dispositions. To improve these skills, we want each child to be-

*a communicator, curious, confident, resourceful, co operative, purposeful and persistent.*