

Robe Soldiers Memorial Kindergarten Philosophy

Our image of the child

We believe that children are competent and capable learners with many skills, interests and abilities. They come to us with many learning dispositions and preferences and we can support, extend and strengthen these within our learning environment. We endeavor to work closely with the families and carers of our children as their first educators. Children come to us with the culture of their family and we nurture, support and strengthen their home experiences.

We believe that children need to experience the wonder of learning through play and that their natural curiosity, creativity and ability to experiment and problem solve is central to their learning. We believe that learning should be fun and joyful and that children need this fun and joy to learn in a positive environment. We value long periods of uninterrupted play, which support children to develop and extend theories and ideas about their learning. We also value a strong sense of agency where children can make decisions about their learning – our learning environment will support this independence. Documentation of learning allows children's voices to be heard.

We believe that quality music play strengthens children's learning in all areas both socially and intellectually, while also building a strong sense of belonging. We will intentionally embed music in our everyday practice – both intentionally and spontaneously. We will value the music that comes from home and provide daily music experiences that promote learning and a sense of fun.

We believe that the building of strong, positive relationships is central to a child's sense of well-being and ability to learn. We also believe that children can be and are active citizens and we will support them to be involved in their own learning and in their community.

Outdoor Learning and Nature Play

We believe that children should spend most of their waking time outdoors and that learning outdoors provides many challenges and opportunities for involvement in real life learning. When learning outdoors children will:

- *Take risks and learn to assess their abilities and limits*
- *Develop resilience and problem solving skills*
- *Engage with nature and learn to love and care for the environment*
- *Collaborate with their peers on projects that are meaningful and challenging*
- *Learn about sustainable practices in a natural and integrated way.*
- *Learn about Caring for Country*

Educators will: create a joyful, interesting, creative and open-ended learning environment indoors and outdoors that supports learning through play. We see the environment as the third educator and we will continually create a learning environment that is responsive to children's needs. Our work and research into pedagogy will inform our practice. Educators will listen to children, document their learning and reflect upon this to plan for future learning. Educators will engage with the local community and the environment around us to provoke thinking and wondering. Responsive and reflective relationships with children and families will be central to our practice and we will work as a team to support and complement each other in our work. We will continually reflect upon and research our practice and be lifelong learners alongside the children.



Our Kindergarten Philosophy — As Parents and Families

As parents, what matters most to us is that our children are welcomed each day into a warm, safe, and inclusive kindergarten environment where they are genuinely valued for who they are. We see every day how the educators form strong, respectful relationships with our children and with us, working as true partners in their learning and development

(EYLF Principle: Secure, respectful and reciprocal relationships; Partnerships).

We deeply appreciate how the kindergarten encourages our children to be themselves, respecting their individuality and celebrating diversity. Whether our children are exploring their interests, making friends, or simply having fun learning through play, we know they are building confidence and a strong sense of belonging

(EYLF Principle: Respect for diversity; High expectations and equity).

We love seeing our children's faces light up with enthusiasm after a day at kindy, proud to share their stories, new skills, and the friends they have made. We value the way the educators notice our children's strengths and support their agency — offering experience-rich, creative learning opportunities and encouraging independence, imagination, and problem-solving every day

(EYLF Practice: Learning through play; Intentional teaching; Learning environments; Child-centred practice).

We feel included in this wonderful community, knowing our voices as families are heard and respected, and that our children's well-being, social growth, and learning are at its heart. The relationships our children form—with educators, their peers, and other families—are at the core of the kindy's supportive culture

(EYLF Practices: Building partnerships; Collaborative learning communities).

Above all, we value that our children are happy, cared for, and thriving. We see them becoming confident, capable learners—ready for their next steps in life.

Developed from parent feedback - What do you value most about our kindy as a parent? Twilight Kindy – 27.11.25

Our Kindergarten — Children's Voice

At our kindergarten, we love coming to play every day! We have fun building and making things together, whether it's in the sandpit, with our friends, or with our families. We can climb trees, race buggies, pretend to be ballerinas, Ninja Turtles, or Jurassic Park explorers. We enjoy painting, drawing, dressing up, and letting our imaginations run wild.

Most of all, we love playing and learning with our friends and our caring educators, because every day is filled with fun, creativity, and new adventures.

Developed from children's input – What do you love about kindy? Twilight Kindy – 27.11.25

