



Stafford Heights KINDERGARTEN

Personalised play-based learning

Philosophy

Stafford Heights Kindergarten's Philosophy is an overarching statement, an extension of our mission and values framework that details how we see things, what our beliefs and values are and how these evolve into our practice. SHK's Philosophy is a guide to the decisions we make, an evidenced based framework which allows us as practitioners to reflect through multiple perspectives.

QUALITY AREA

1

Educational program and practice

- 1.1 Every child has the right to a just, fair and equitable learning environment regardless of age, race, ability and interests.
- 1.2 We are committed to representing and advocating for the voice of the child.
- 1.3 Every child has the right to a learning program that is meaningful and co-constructed.
- 1.4 We believe in the process of learning as a shared journey with educators, families and the wider community.

QUALITY AREA

2

Children's health and safety

- 2.1 We have a daily commitment to ensure children access a safe and supportive environment.
- 2.2 We encourage children to respect and care for the natural environment by embedding sustainable practices within our daily program.
- 2.3 Active supervision is a priority of practice which supports our commitment to our ethical duties to mandatory reporting.
- 2.4 Each child's wellbeing and comfort is a focus of our daily program where the need for rest and relaxation principles is prioritised to support children's developing resilience and emotional wellbeing.

QUALITY AREA

3

Physical environment

- 3.1 Play spaces are designed to be intentionally inviting for children and are constructed in a flexible and inclusive manner to provide a rich and diverse range of experiences that promote learning and development.
- 3.2 We value the core belief in the importance of play as a motivator for learning and its connection to the environment as the third teacher.

QUALITY AREA

4

Staffing arrangements

- 4.1 We are committed to employing, nurturing and fostering highly qualified and experienced educators, teachers and nominated supervisors through the support of a clear coaching and mentoring framework.
- 4.2 Our team are committed to fostering warm, respectful relationships with children and families by developing an awareness of one's own beliefs and values and how these influence the implementation of our professional skills and knowledge.
- 4.3 We are committed to encourage and support staff to engage in an ongoing commitment towards their professionalism and develop an evolving reflexive practice.

QUALITY AREA

5

Relationships with children

- 5.1 SHK professionals will focus on being responsive in the development of their relationships with children to promote children's sense of security and belonging.
- 5.2 We will actively promote a positive and professional approach to guiding children's behaviour in all engagements with children.
- 5.3 We recognise all children as rights-bearers and make a commitment to practice informed by the UN conventions on the rights of the child, so we are best able to uphold and fulfil the rights of children in the program and services we lead.

QUALITY AREA

6

Collaborative partnerships with families and communities

- 6.1 We remain committed to learning more about CALD and CASE Yarn Up Time models to lead towards implementing these supervision frameworks to better develop meaningful cross-cultural practice.
- 6.2 We have an ethical duty to remain committed to understanding the nuances of cultural diversity and how we as professionals inclusively embedded this in practice.
- 6.3 SHK professionals focus on building relationships with families and communities based on active communication, consultation and collaboration.

QUALITY AREA

7

Leadership and Service Management

- 7.1 VASE – In support of the volunteers who undertake operational roles in the management of the organisation, SHK will supervise and navigate volunteers through their quasi-professional role using a VASE supervision and coaching model to ensure effective and focused governance of the service.
- 7.2 A dual coaching & mentoring supervision framework will be implemented at SHK to lead the development of a positive organisational culture that builds upon the capacity of professionals through the promotion of a reflective professional learning community.
- 7.3 As the representative of service governance, the nominated supervisor will engage with LASE, a leadership excellence framework which ensures that all leadership practices, including those of volunteers, align with national quality indicators in aid of effective governance.
- 7.4 The desire for continuous quality improvement infiltrates all aspect of leadership and governance and is aided in the implementation of SHK's own critical reflection framework, an evidenced based framework informed by the PASE supervision model.