

Our Philosophy

Acknowledgement

“Wunya”

Welcome in Yaggera language.



We acknowledge the Yaggera People of the Turrbul Nation, the First Nations people who lived on and cared for this amazing space where we all are privileged to learn, work and play. We are grateful for their knowledge and care of the land. We pay our respects to past, present, and future elders.

We also pay our respects and give thanks to the many families and staff who have come before, and their foresight in establishing this kindergarten in 1949, with generous space, many shade trees, a glorious parkland setting and a safe and welcoming environment. We Thank all families for their involvement, resourcing us so well and

helping to keep this wonderful community establishment viable and flourishing into the future.

Our Vision

We believe children are capable and competent citizens of our learning community who deserve to be honored for the unique individual they are.

We recognise children as social beings, full of curiosity and imagination, who have the potential and desire to find connections and meaning in all they experience.

We recognise that all children have rights, especially the right to be heard, respected, to feel safe and to feel a sense of belonging to their family, kindergarten, and community.

We see this as the foundation for becoming responsible global citizens of our world.

Therefore, we strive to always provide an environment that physically, emotionally, and socially supports development of the whole child and we strive to always meet the child and family where they are at physically, socially, and emotionally.

EYLF principle 3 – Equity, Inclusion and High Expectations

Theorists - Jerome Bruner, Jean Piaget John Dewey, Maria Montessori, and Loris Malaguzzi.



Mission Statement



Our centre is committed to maintaining a welcoming and culturally safe family place, whilst nurturing each child to fulfil their potential in a stimulating, challenging and safe environment – a haven where families, educators, children, and community can learn, grow, and discover together.

With inclusivity at the forefront of everything we do, we provide a nurturing teaching and learning environment. To build children's confidence and self-esteem,

regardless of circumstances, strengths, gender, capabilities, or diverse ways of being and doing.

We are committed to engaging, promoting, and implementing environmental and social sustainability in children's learning experiences and in our daily practices.

We commit to providing an environment that is inclusive, promotes access, competence, independence; exploration and learning through play, particular through nature play.

We are committed to embedding First Nations knowledge and ways of learning in our program, by using the 8 ways of learning and forming strong relationships with local First Nations elders and our own Aboriginal and Torres Strait staff and families.

EYLF – Principle 4 - Embedding Aboriginal and Torres Strait Islander Perspectives

We Value Relationships



We believe strong, secure Relationships are most important to our role. These include Educators, Families, Children and the Community.

Research shows strong relationships are central to children developing acceptance, self-esteem and higher functioning thinking skills that contribute to positive learning and lifelong outcomes.

Building quality relationships between educators and children helps children feel secure, freeing them to explore, play and learn. It offers opportunities for children to learn how to interact with others, respect others' rights, be appropriately assertive and caring.

At Yeronga Hyde Road Kindergarten we aim to provide a warm, nurturing environment that encourages the development of the 'whole' child. The program is based on secure, respectful, and reciprocal relationships between children, families, community groups, support agencies and educators. We also support the child's relationship with peers and aim to provide a stimulating play-based child-centered environment, which strengthens children's friendships and promotes collaboration. (EYLF Principle 1)

In practice this is reflected in our focus on your child's emotional wellbeing and social connections as our main priority, which we believe provides a strong foundation for their intellectual learning. By building strong partnerships with families we show respect for their knowledge and diversity and gain an understanding of cultural and family values. EYLF



Principal 1- Build secure, respectful, and reciprocal relationships

Theorists -John Bowlby- Attachment Theory, Mary Ainsworth, Loris Malaguzzi, Urie Brofenbrenner, Erik Erikson, the First Thousand Days Brain Research

We Value Play



Froebel described Play as "the highest expression of human development in childhood, for it alone is the free expression of what is in the child's soul".

Play is an activity where children show their remarkable ability for exploration, imagination and decision making. While play is often described as 'children's work', it is intensely enjoyable for them.

Play allows children to use their creativity while developing their imagination, dexterity, and physical strength. Play is vitally important to healthy brain development. It is through play children make sense of the world around them. Play is a simple joy that is a cherished part of childhood.

Childhood is a time for allowing children to go at their own pace, giving them the time, they need to explore, manipulate, discover, and practice newly acquired skills. This naturally helps their growth and learning. "Every time we teach a child something, we keep him from inventing it himself" J. Piaget

For children, play is never trivial. It is deeply serious: it's the most important resource that children must have to help them grow, learn and connect with people, the world around them and their imagination.

Playing is a process, not an activity.

To make sure we nurture and develop our future generations of thinkers, play is an essential component of a quality early childhood educational program.

Play that encourages problem solving offers children an array of opportunities to explore discover and create. Play fosters qualities such as curiosity, perseverance and risk taking, to name a few.

Theorists- Fredrick Froebel, Jean Piaget, Mildred Parten, and Lev Vygotsky.



We Value Our Community

It brings us great pride and pleasure to know that Yeronga Hyde Road Kindergarten is a place of multigenerational learning with children of past students currently attending and past parents and grandparents continuing to support our centre.

Commitment to community engagement provides enrichment to the lives of people of all ages and abilities and especially for our children, families, staff, community volunteers and the elderly.

We are proud of our longevity within the Yeronga Community and the reputation we hold, for providing quality early childhood education. We will continue striving to build even stronger connections within the community through our relationships with local schools, shops, aged care and community groups.

We aim to meet the changing needs of our community and adapt our programs accordingly. We support parents in their most important role in raising their children, by having strong relationships, sharing knowledge about their child, parenting articles and engaging guest speakers. We strive to make all families feel welcome and accepted, celebrating the wonderful diversity of our community.

EYLF Principle 2 - Partnerships

Theorists -Urie Bronfenbrenner, Lev Vygotsky, Loris Malaguzzi

EYLF Principle 3 - Respect for Diversity

Theorists - Lev Vygotsky, Maria Montessori. John Dewey, current Anti-bias Approach by Red Ruby Scarlett

We Value Nature



We focus on environmental sustainability in a large natural playground containing endless opportunities to experience the wonders of nature. The freedom and space to explore and move or sit and create or indulge in quiet contemplation creates a harmonious play



space that reflects the needs and moods of the children. Made up of sensory paths, native plants and grasses, mud patch, water channels, sandpit, large, grassed areas, vegetable gardens, native beehives, worm farm and composting centre. This is where we are lucky to engage in our Nature Play program.

As global citizens it is our responsibility to encourage the children to actively participate in creating sustainable communities. To recognise that the requirements of humans, plants and animals, the lands and waters of our earth are precious and can be met sustainably to ensure our needs are met now and in the future. We believe in children's agency and that they have a right to advocate and have a say in their future.

By learning about the natural environment, the plants, birds and animals and caring for them, in our own Kindy, is more meaningful and relevant, we are developing a love of country, a deep connection to land.

We embed First Nations perspectives throughout our program by acknowledging their ownership and connection to the land. This is an important aspect of our daily discussions with the children as we live, work and play on Yaggera and Turrbul land.

Always was, Always will be.



Nature play significantly improves all aspects of child development – physical, cognitive, social and emotional. Playing outdoors builds resilience, self-confidence, initiative, creativity, problem solving and executive function skills. It encourages the joy of movement; it nurtures wild imaginations, experimentation, friendships, social connections, and positive behaviour.

EYLF – Principal 6 Sustainability in all its forms. QECSN

Theorists - Friedrich Froebel. Much of the research on the benefits of outdoor nature play has been developed over recent years, in response to our growing reliance on technology and children spending less time outdoors in free play. Richard Louv, Clare Warden, Niki Bucchan, Wildlings, Forrest Kindergartens in Europe, New Zealand and Australia inform our practice.

The Environment as the Third Teacher

Loris Malaguzzi was the leading force in the creation and development of the Reggio Emilia Approach. The theories of Loris Malaguzzi are ones that underpin our Philosophy.

Considering the environment in ways that are intentional and purposeful helps to foster encounters, encourage communication and relationships. To create environments filled with natural light, order and wonder. To invite children to delve deeper, investigate and represent their learning through a range of mediums.



Environments that are respectful of children's emerging skills and competencies provide opportunities for them to make their own decisions and to act independently.

We choose to offer sustainable and culturally appropriate resources, which are often described as Open-ended Materials or Loose parts to create rich learning opportunities or provocations and invite children to explore and investigate what they can do with the materials. This allows Educators to gain deeper insights into their play.

Encourage children to make choices, while supporting children to feel secure, and the equipment and furniture allows children to do things for themselves.

We include displays of children's work that are uncluttered and involve children in making decisions about whose work is displayed and how these are changed to create a vibrant and responsive space.

We try as much as possible to allow for children's works in progress to be preserved, using signs, name tags and designated building spaces.

Active involvement builds children's understandings of concepts and the creative thinking and inquiry processes that are necessary for lifelong learning. Children can challenge and extend their own thinking, and that of others, and create new knowledge through collaborative interactions and negotiations.

"There are three teachers of children: adults, other children, and their physical environment."

— Loris Malaguzzi



We are Professionals.

The Yeronga Hyde Road Staff are all highly trained Early Childhood Teachers and Educators who are dedicated and passionate about providing quality Early Childhood Education. All staff update their skills and knowledge with the latest research, yearly PD and mandatory training in First Aid, CPR, Fire training and Manual Handling.

Our Educators use their professional judgement to facilitate children's learning and adjust their practice to suit children's individual needs through critical reflection. By considering a range of perspectives and theories we seek to challenge our traditional ways of seeing

children, how they learn and develop. This encourages our educators to reflect more effectively on issues such as power, equity, and social justice.

This means we will challenge ourselves as educators to support and extend your child in all areas. This is reflected for example, in our written programming which attempts to identify the intentional teaching ideas we will use to support your child to develop emotionally, socially, intellectually, creatively, musically, physically, as a communicator, and as a moral member of their community.

It is also reflected in our understanding that learning is holistic. So, we start with and highly value, the learning that happens during your child's own play – what they are naturally interested in, what they respond to or information you give us about your child's interests and learning's within your family and community.

Our practice is also informed by your valuable feedback and input into our collaborative program. We aim to be responsive and inclusive and work together for the benefit of all the children.

Critical reflection informs our practice, not only within our teaching teams but also across the whole decision making of the centre. The management committee work closely with the Leadership Team and staff to embed this process. This leads to a clear cycle of planning for the wellbeing and success of the centre and creates a solid base for future strategic and operational planning.

EYLF Principal 7 – Critical Reflection and Ongoing Professional Learning

EYLF Principal 8 – Collaborative Leadership and Teamwork

Theorists- John Dewey, Loris Malaguzzi, Lev Vygotsky, Carla Rinaldi, Graham Gibbs, Glenda MacNaughton

