

Holden Hill Kindergarten's Philosophy

At Holden Hill Kindergarten, we aim for all children to become confident and involved learners, who grow and develop in their own time.

We provide flexible, open ended play based experiences which foster a sense of belonging, being and becoming. Our program enables children to make choices and decisions and have an impact on their world, in a safe and secure active learning environment. An active learning environment is one where children are encouraged to explore and interact with the environment to make meaning and knowledge through their experiences, social interactions and negotiations with others.

We believe educators need to be engaged with children and their play, encouraging and supporting them to discover deeper meanings and make connections amongst their ideas and concepts, and where the adult and the child can learn from each other. We believe that children's wellbeing is essential for involvement. Wellbeing includes happiness and satisfaction, effective social functioning and the dispositions of optimism, openness, curiosity and resilience.

Our intent is to ensure that all children's experiences are valued, and that all children have access to equipment and resources allowing them to participate in quality, rich learning experiences. We also endeavour to provide opportunities for children to demonstrate their learning and appreciate and value difference.

Holden Hill Kindergarten's Values:

The following values represent the key ideas that underpin what the centre believes are important to teach and foster to the young children within our care. It is also vital that staff, Governing Council members and parents model these values so there is continuity and consistency across the centre. We believe it is never too early to begin to teach children about values. It is also our belief that values promote a sense of moral purpose, help all of us to co-exist with others in the community and develop skills and attitudes that lay the foundations for life.

Independence: the ability to confidently make choices, be resourceful and self-reliant, demonstrate self-help skills and initiate their own learning.

Connectedness: developing a sense of community through friendship, care, cooperation, acceptance, belonging and sharing.

Growth: developing across all areas of learning and development in ways which are measurable or observable and demonstrate improvement over time.

Resilience: being able to recognise and manage emotions, nurturing optimism, persistence and a positive state of wellbeing.

Participation: being actively involved/engaged in a variety of learning experiences which are purposeful and meaningful.

Respect: demonstrating care, consideration, thought and tolerance towards self, others, belongings, equipment and the environment.

Confidence: demonstrating a positive sense of self and a sense of belonging, taking considered risks and trying new experiences, accepting new challenges and developing a 'have a go' attitude.