

Seaford Rise Kindergarten Philosophy Statement



At Seaford Rise Kindergarten we believe that children are strong capable learners and in empowering children to make decisions on factors which affect them. We believe that children learn through play, engaging in positive relationships with their teachers and peers.

Through play we encourage children to use their imagination and creativity, providing open ended activities using Bloom's Taxonomy, to nurture higher order thinking. Each and every child is respected and valued and is at the centre of the curriculum. Our programme uses the practices and principles of the Early Years Learning Framework to support children's learning and development. Through our teaching pedagogies we scaffold children's experiences and ideas, to create a kindergarten culture that is inclusive of all children and families.

We believe in the value of early childhood education and that a positive sense of self and wellbeing is the foundation for learning success. Children are encouraged to explore the world around them through dramatic play, sensory activities, literacy and numeracy exploration, developing their curiosity and problem solving ideas. We believe that children learn through extended play experiences and enjoyment.

We have created a learning environment which fosters working in partnerships with families through involving families in our programming and learning stories. We have a team of passionate and dedicated educators who continue to strive for personal excellence in early childhood education. We believe in empowering children as they transition into kindergarten by encouraging self-help skills and independence.

We believe in the philosophies of the Reggio Emilia Approach and the 100 hundred languages of children poem, which captures the true essence of the value of our teaching early childhood education:

The 100 Languages of Children

The child

is made of one hundred.
The child has
A hundred languages
A hundred hands
A hundred thoughts
A hundred ways of thinking
Of playing, of speaking.
A hundred always a hundred
Ways of listening of marvelling of loving
A hundred joys
For singing and understanding
A hundred worlds

To discover
A hundred worlds
To invent
A hundred worlds
To dream
The child has
A hundred languages
(And a hundred hundred hundred more)
But they steal ninety-nine.
The school and the culture
Separate the head from the body.
They tell the child;
To think without hands
To do without head
To listen and not to speak
To understand without joy
To love and to marvel
Only at Easter and Christmas
They tell the child:
To discover the world already there
And of the hundred
They steal ninety-nine.
They tell the child:

That work and play
Reality and fantasy
Science and imagination
Sky and earth
Reason and dream
Are things
That do not belong together
And thus they tell the child
That the hundred is not there
The child says: NO WAY, the hundred is there--

Loris Malaguzzi

Founder of the Reggio Approach

It is through this approach to learning which encompasses the teachings of great thinkers such as Piaget, Bronfenbrenner and Vygotsky, that we believe children are both researchers and constructors of their own ideas and knowledge. We believe that our task as early childhood educators is to help children communicate with the world using their skills, strengths and potential, building the foundation for learning success.

