



Tunstall Square Kindergarten Philosophy

We believe children are strong, interested, capable, curious and learn best working with others: other children, family, teachers, environment and the community. Children have many languages through which they show us what they know: they move, draw, paint, sculpt, do collages, act, sing, play music and more. They learn from the spaces they are in; they need inviting, orderly space where everything has a purpose and can help them learn.

Children are capable of long term, sustained learning when the topic is of interest to them. Our teachers listen to and observe the children, ask questions, and explore the children's ideas. We provide experiences that 'provoke' children's thinking and learning. Teachers document children's work so that they can talk to each other and the children, and better understand the children's thinking and education in general.

Families provide ideas and skills, which make them active partners in children's learning. Our teachers build on the strengths, competencies, and curiosities of the children (Strong Sense of Identity). We encourage, support, and develop collaborative learning, with carefully planned spaces and well organised materials, so that the children are free to spend more time on what interests them and are often able to move between activities at their own pace. We offer a wide variety of basic art media, including, paints, clay, construction, drawing, collage, chalk etc.

Our teachers listen to and implement children's ideas for provocations to explore (negotiated curriculum). And, display the children's creations and photographs, showing the children at work in the classroom (documentation). We make a great effort to communicate with families and to help families feel involved in their child's work ('families as partners'). We nurture nature within our community building on sustainable practices and care for our environments. Relationships are the foundation for the construction of identity: "Who am I?" "How I belong". "What is my influence?" (VEYLDF).

Nature Play: Learning on and from the land is inspired by touching, feeling, smelling, running, jumping, exploring, playing. It is about the mind, the spirit, the body; engaging all the senses. It is about confidence. About mastery. The land gives the freedom to explore, offers the challenge of risk and the stimulation of change. It demands learning, thinking, doing, acting and reacting. It gives beauty and harshness. It is the holder of knowledge.

Teachers constantly listen to and observe children in the classroom to discover what interests them. They use this knowledge to plan the curriculum and prepare the teaching tools and environment, while at the same time pursuing developmental improvement. That said, while influencing their day, teachers consistently follow an age appropriate daily schedule that ensures the structure from which preschoolers benefit.