



Greenwith Kindergarten

Philosophy

At Greenwith Kindergarten we acknowledge its cultural and heritage connections to the Kurna land and its people past, present and future. We provide an educational experience for children to be lifelong learners through a play-based curriculum. We believe all children are rich and powerful learners and as educators we are here to support and foster children's learning.

We understand the importance of children's voice and respecting their ideas, thinking and concepts. We have an inquiry-based approach which supports children's learning enabling children to ask questions, be builders of theories and constructors of their own knowledge.

As educators we value each child and understand that their prior learning is unique and significant. We provide a learning environment that provides all children the opportunity to grow and learn through a play-based approach which supports their emotional, physical, social, cognitive and language development.

We believe our families have an important role in their child's education and hold the key to achieving the best outcomes for all. We understand that supporting families fundamentally supports children and working in genuine partnership with families supports children's learning and development.

We have high expectations for every child and we know this supports children to develop positive beliefs and dispositions about themselves. As educators, we instil positive learning that develops a growth mindset supporting children's emotional well-being.

We provide an aesthetically pleasing learning environment for children to grow, learn and flourish where their individual needs are recognised, encouraged, supported and respected.

Children have a right to connect and learn through nature play, developing a sense of responsibility to care for our Kurna land. We value and provide children with opportunities to experience their natural surroundings within the kindergarten environment. This supports and encourages the learning dispositions of persistence, curiosity, imagination, resilience, risk taking and self-regulation.

Reviewed and approved by Governing council Review Dec 2025

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