

Beacon Hill Community Kindergarten (BHCK) offers a play based curriculum based on the ideals of BELONGING, BEING, BECOMING, The Early Years Learning Framework (DEEWR, 2009). We believe in the importance of children and families having a sense of belonging to our centre and the community, therefore we endeavour to provide a warm, safe and supportive environment with an emphasis on developing trusting relationships. With a team of qualified and experienced staff, we pride ourselves on our ability to provide a high quality learning experience for children and families in our community in their year prior to school.

We recognise that children belong to a family, community, culture and society and acknowledge the different contexts of children's lives. We treasure the relationships we build with families over time and take much pleasure in seeing families grow and develop. We believe that community involvement is an integral part of our centre. We believe that children benefit greatly when the most significant people in their lives come together putting the interests of children at the forefront. We welcome families and the community to participate in our program by sharing their interests, knowledge and experiences to contribute to the children's learning and encourage involvement in the management of our centre.

We acknowledge and value the first families of Australia, the Aboriginal and Torres Strait Islanders, their culture and beliefs, and we recognise them as traditional custodians of the Guringai land on which we live, learn and play. Our commitment to reconciliation is demonstrated throughout our preschool day and our environment, this is documented in our Reconciliation Action Plan (RAP).

We respect individual beliefs and engage in inclusive practices to foster a culture that embraces diversity, learning from, and supporting one another. We place emphasis on ensuring that all children receive the support that they need. We actively connect with the community including local schools and early childhood agencies to form the links that enable us to provide support, make referrals and advise families of the services available within the community. These relationships assist us to support our children and families in making successful transitions to school.

We have a belief that "learning can happen anywhere and anytime" and we strive to provide an environment rich in learning opportunities. Our class groups ensure that children learn with familiar peers and teachers every day which enables them to build the trusting relationships that motivate learning. Our curriculum provides opportunity for children to discover and learn through experiences that encourage exploration, experimentation, investigation and problem solving both individually and collaboratively with peers. As the children learn about their world in both the indoor and outdoor environments, our staff are alongside them, facilitating learning by providing challenges and supporting them in developing the skills they need to be successful now and in the future. We take great pride in our purpose built, aesthetically appealing and developmentally appropriate playground which we regard as another classroom.

We believe that each child is unique and their learning is individual, therefore we take time to get to know each child including their development, interests, skills and personality. We respect and value children's prior knowledge and experiences and engage with children to extend and follow their interests and ideas. We recognise the need for children to practice skills and work towards developing their full potential by providing the opportunity to repeat experiences and access self-selected resources. We empower children to make their own choices and develop their confidence in order to promote and develop a love of learning.

To foster proactive attitudes amongst the children we support environmentally friendly attitudes, promote positive messages and engage in sustainable practices. We encourage children to contribute to their world by caring for the environment in order to develop respect and understand the impact they can have. Children are supported to take an increasing responsibility for their own health, nutrition and well-being.

We ensure that we employ teachers who are dedicated, motivated, highly qualified and passionate about early childhood education and advocating for children. This is evident through the ongoing professional development that occurs in a multi modal manner and the commitment of the teachers to keep up to date with the latest research, current theoretical perspectives and their commitment to lifelong learning.

We believe our service is unique because of the sense of community we engender with our class groups, shorter days, high staff ratios, consistency of passionate collaborative staff, community ethos and sense of peace and calmness that is evident the moment you walk through our front door.