<table>
<thead>
<tr>
<th>VALUE &amp; its definition</th>
<th>ACTIONS; What it looks like, sounds like and feels like</th>
<th>Strategies we use to enact our values</th>
</tr>
</thead>
</table>
| **RESPECT**            | *This means* Having a learning environment that is safe and caring, that nurtures a culture of trust, honesty, ethics and responsibility*  
  - Supporting children to take turns, look out for others, use caring language, being courteous and to share kindergarten resources  
  - Modelling, teaching and encouraging empathy and active listening  
  - Following and reinforcing our kindergarten rules and understanding fair consequences  
| **RESILIENCE**         | *This means* Having a flexible approach, an optimistic and persistent outlook.  
  - Providing a range of learning experiences that encourages children to have confidence to take risks, make decisions, learn from mistakes and to enjoy the freedom of learning.  
  - Encouraging interdependence, independence and humour  
  - Modelling language and actions to respond to situations in calm and measured ways.  
| **DIVERSITY**          | *This means* We are members of a group where understandings of gender, race, culture and social understandings are developed and experienced  
  - Providing a learning program that recognises differences and similarities & promotes and celebrates inclusiveness.  
  - Supporting children to consider different viewpoints using inquiry, discussion and analysis to challenges assumptions and stereotypes.  
|                        |                                                        |  
|                        |                                                        | • Unpacking / brainstorming each Value with children, staff, families; what it looks like / feels like  
|                        |                                                        | • Role modelling language and actions to support social skills; ie Role play games, dramatic play  
|                        |                                                        | • Reinforcing 5 L’s ; Listening, Looking at the speaker, Legs crossed, Lips, hands in Lap  
|                        |                                                        | • Persona Dolls; ie Gabby Get Along, Ricky Resilience & a range of puppets  
|                        |                                                        | • Displaying contemporary photographs; with comments / learning outcomes outlined in EYLFA  
|                        |                                                        | • Sharing stories  
|                        |                                                        | • Partaking in relevant performances and excursions  
|                        |                                                        | • Learning through dance, music, visual arts and multi media  
|                        |                                                        | • Family Nights; celebrating diversity  
|                        |                                                        | • Sharing learning with parents  
|
## DIVERSITY (cont)
- Providing opportunities for children to connect with the lives and others through positive interaction and expressions
- Implement sustainable education; reduce, recycle, reuse

## FRIENDSHIP  
*Familiarity, harmony, kind-hearted, generous, companionable, solidarity, sympathetic, accessible*

*This means*
Providing an engaging play environment that establishes and builds relationships, which generate excitement and enjoyment, while fostering language and social abilities.
- Allowing children to have ample time and opportunity to shape their play, make choices and share stories, ideas, imagination and knowledge

## COOPERATION  
*Association, alliance, unify, consolidate, cooperate, pool your efforts*

*This means*
Understanding that cooperation and teamwork is part of life and ongoing learning
- Setting the environment and encouraging children to collaborate in team games and learning projects
- Maintaining an active and supportive partnership in staff teams and with families
- Modelling and encouraging the value and quality in others

- Reviewing and evaluating our actions & strategies each year
- Values Chart is included in staff & GC members induction & in parent enrolment package
- Values will shape policy development

…..any other comments

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**MISSION (Why we exist)** - To maintain a caring, safe environment so that children can experience and enjoy learning within a play based curriculum, which supports the development of life skills, and values people in our richly diverse community.

**VISION (Our long term goal or goals)** - To provide:
- a curriculum that considers each child’s background, interests and opportunities.
- quality teaching practices that supports the development of children’s knowledge, life skills and attitudes.
- a supportive partnership that is responsive to the needs of families and our community.