

Almost French Early Learning Philosophy

Almost French would like to respectfully acknowledge the Wurundjeri people and pays respect to the ongoing living cultures of the First Peoples.

At Almost French, we aim to nurture an inclusive, engaging, warm and supportive environment that sets the foundations for children to embrace a love of learning that is lifelong. The teaching team models kind, respectful communication, embracing diversity and openly acknowledges the part everyone plays in creating a positive atmosphere. At Almost French educators promote a culture of respect; respect for the earth, respect for their peers, for their educators and respect for themselves.

At Almost French we acknowledge we do not inherit the earth, we borrow it from our Children. We embed a sustainable approach through our everyday practices and constantly reflect with the children and our community about how we can lessen the impact our choices have on the planet. We have zero tolerance for child abuse, racism and we adhere to the 11 child safe standards.

We believe that children are curious, competent, knowledgeable and each has their own voice that should be heard and valued. Our programme celebrates each child's unique personality, strengths, interests, languages and learning styles.

Our programme is guided by the Victorian Early Years Learning Framework in conjunction with the French Education Nationale, informing our holistic and diverse practice. To support families and children in their journey to bilingualism and promote a sense of belonging, Almost French places great importance on the recognition of children's home languages and culture as we are active and engaged within the French community of Melbourne.

We recognise that children have a diverse range of learning dispositions and our programmes reflect and support these. We implement various teaching methods which are inspired by the Reggio Emilia approach and are informed by the children's interests. Children learn through play, projects, planned and spontaneous activities, intentional teaching and a diverse range of planned projects and sessions such as STEM, art, sport, yoga, drama, cooking, gardening, literacy and numeracy. All educators engage in ongoing critical reflection of our programme and practice to ensure all children are given the best opportunities to contribute, collaborate and extend their learning through individual, small and large group activities.

We collaborate with families and children to support their ongoing development, while sharing their learning, evolving interests and important moments through the use of their online portfolio. Strong, trusting collaborative relationships with families are an integral part of children's kindergarten experience and can help them reach their full potential during their time with us, and into the future.

We value being part of a vibrant, diverse, inner city community and all its rich offerings. We collaborate with local community members further enriching our programme at many levels. Additionally we work in partnership with other experienced professionals, early childhood settings and primary schools to enhance our community involvement and support and extended care to all families.

