

Philosophy

We acknowledge the Nukunu people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to the country on which we live and learn. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

Vision

Together, we are building a community of life-long learners who see themselves as capable, competent and active participants in their own learning.

Children, families and communities

- We focus on the whole child, fostering each child's sense of identity, agency, wellbeing and view them as capable, confident and life-long learners.
- We welcome families in all their forms and value the diversity of cultural backgrounds and experiences families bring and educators develop genuine connections and partnerships with children, families and communities
- We value, encourage and facilitate the engagement and participation of Aboriginal and Torres Strait Islander families and community members

Support and inclusion

- We uphold the principles of equity and opportunity so that children have the support they need to engage fully in the preschool program. This includes being responsive, identifying and addressing barriers such as language, physical, emotional and behaviour challenges, and family complexities, and advocating for children and families to overcome them.

Learning and development, quality and outcomes

- We value a child centred, play-based approach which facilitates children's social, emotional, language, cognitive and physical development to allow them to be challenged and extended as they make meaning.
- Through analysis of data educators know where every child is in their learning and make responsive curriculum adjustments to meet individual and group needs, fostering positive learning dispositions and stretching children towards their next learning goal. Multiple viewpoints, including that of educators, the child and their family are sought and considered.
- Our approach is guided by the principles, practices and outcomes of Belonging, Being & Becoming – the Early Years Learning Framework for Australia; the South Australian Children's Centres for Early Childhood development and parenting outcomes framework, Talk, Play, Read, DfE early childhood resources and the National Quality Standard,

Leadership, teachers and educators

- Educators are relational, responsive, knowledgeable and intentional in their work with children. We are committed to ongoing learning and reflective practice and have high expectations for every child.
- We consider children's needs, ideas, theories and interests to plan for individuals, small groups and the whole preschool. We work with and alongside children, co-constructing knowledge and building thinking skills, social connection and dispositions. We use intentional teaching strategies and high-quality interactions to invite, challenge and provoke children as they extend and deepen their experiences and learning.
- We value a positive team culture and recognise the individual strengths each team member brings.