



Mission Statement:

Explore. Inspire. Grow.

Statement of Philosophy:

At Renmark West Preschool we work in partnership with families to provide high quality, responsive learning programs that have a positive impact upon children's learning. Strong, respectful relationships are developed and fostered in a safe, secure and supportive environment. Children's experiences and learning are engaging and build success for life.

Our Statement of Philosophy reflects the principles of the Education and Care Services National Law and Regulation and the Early Years Learning Framework. Underpinning it is a set of beliefs about children, families and community, curriculum and educators that form a solid foundation for all that we do and all that we aim to achieve.

What we believe about children:

- All children have the right to be recognised as individuals.
- Self-esteem is the foundation of children's development and as such we provide opportunities for children to participate in leadership roles, peer supported learning and self-directed learning.
- Children have a right to be heard and this is recognised through the encouragement of empathy for others and respect for everyone's point of view.
- Every child can learn, and some children require different opportunities and support to do this.
- Children's right to experience the joy of childhood is fundamental.
- Our environment promotes acceptance of diverse languages, cultures, religions and abilities.

What we believe about families and the community:

- Parents are the first, most valuable and most powerful teacher in their children's lives.
- Fostering family involvement and partnerships is paramount to the success of not only individual children, but also the learning program as a whole.
- Families, community and local environments are one of our strongest resources and we include and promote these where possible.
- We form close bonds with local schools and community groups.
- The richness and diversity of cultures and heritages that children and their families bring to the learning community are important and are celebrated.
- All partners in the learning community deserve time allocated to them for both informal and formal communication about aspects of the preschool, individual children and the learning program.



What we believe about curriculum:

- Play is the vehicle for learning.
- Learning programs are a balance between planned and spontaneous experiences and children's voice is heard. In curriculum planning we hope to spark children's interest, wonder, excitement and creativity.
- Purposeful play encourages children to challenge themselves, ask questions, be active learners and be problem solvers.
- Teachers balance the need for well-planned, organised environments with children's rights to make choices and take ownership of their learning.
- Teachers' curriculum plans are informed by their understanding of children's prior learning, strengths, interests and ideas and their judgments about children's current learning.
- Assessment is an integral part of the curriculum and its main purpose is to inform short-term and long-term planning to promote children's ongoing learning, and this is enhanced when teachers engage children, parents, families, colleagues and other partners in the process.

What we believe about educators:

- Educators establish relationships with the children in their care that make them feel safe, secure and confident.
- Learning is enhanced when educators build respectful and trusting relationships with peers, families, community and professional partners.
- Making connections between the preschool setting and children's future school setting is important so as to ensure a smooth transition.
- Reflective practice is integral to the enrichment of a quality preschool program and it builds insight, inspires teachers to explore new ways to improve learning and relationships, and provides starting points for making decisions about curriculum. It supports educators to justify their decisions, connect theory to practice and maintain accountability and integrity in their practice.
- Resourceful, engaged teachers achieve a balance between their interactions with children, behind-the-scenes organisation of the inclusive learning environment, and ongoing professional reflection.