

PHILOSOPHY

Our philosophy has been guided by the Code of Ethics as well as Belonging, Being and Becoming: the Early Years Learning Framework V2.0 for Australia (EYLF).

CHILDREN

At Salisbury Downs Preschool we believe children;

- need to feel safe and protected, have fun and enjoy their learning.
- are capable, competent, engaged, resourceful learners who need to be active participants in their own learning.
- need to be respected and valued as individuals, regardless of gender, culture and social context.
- learn through play based experiences and collaboration with others.
- can develop a positive self esteem and wellbeing through supportive and respectful relationships with educators and the environment.
- have their own strengths, skills, abilities, interests and prior knowledge.
- need to develop and explore their social and cultural heritage and identity.

Therefore we will;

- develop positive, trusting, respectful relationships with all children.
- implement a play-based and child-centred program based on EYLF, with opportunities for collaborative and cooperative learning, while also utilising intentional teaching strategies.
- focus on positive dispositions for learning.
- promote each child's confidence and wellbeing through a range of experiences and opportunities that build upon their individual abilities and interests.
- encourage each child to be successful learners and to reach their highest potential.
- recognise and acknowledge different cultural backgrounds, including Kaurna and Aboriginal learners, and extend on children's prior knowledge and skills.

FAMILIES

At Salisbury Downs Preschool we believe;

- a child's family is their first and most influential educator.
- family involvement is integral to a high quality program.
- there should be a strong partnership between families and educators based on trust, respect and collaboration.
- families come from a diverse range of cultures with differing values and beliefs which need to be respected and honoured.
- in the importance of healthy nutrition for children.

Therefore we will;

- develop positive, supportive, respectful relationships with all families.
- ensure we maintain a high level of communication with families and work in partnership to achieve high quality learning outcomes.
- support and welcome each family's interest in the preschool and encourage their involvement.
- acknowledge, respect and value the diversity and individual beliefs and cultural backgrounds of all families, including Aboriginal, Kaurna and Torres Strait Islanders.
- educate and encourage families to make healthy food choices

EDUCATORS

At Salisbury Downs Preschool we believe all educators;

- need to have initiative, be enthusiastic and display a high level of commitment to education.
- have unique abilities, interests and personal qualities that are valued.
- should continually strive to extend their knowledge.
- should display ethical, courteous and professional behaviour and maintain confidentiality.

- should be positive role models for the children and families.
- should contribute to a shared vision for the service.
- are entitled to a safe and secure working environment in order to develop and maintain a positive wellbeing.

Therefore we will;

- promote educator health and wellbeing through developing positive relationships and open communication with each other.
- provide opportunities and encourage all educators to collaborate and share in decision making and to have their voice heard.
- encourage all educators to reflect on their practice through individual performance development and to attend professional development based on individual and site priorities.
- abide by the Code of Ethics.

PROGRAM

At Salisbury Downs Preschool we believe;

- the environment should be safe, secure, nurturing, aesthetically pleasing and welcoming to all families and educators.
- there should be a focus on nature and outdoor play.
- the program should be engaging and inclusive of children from all cultural backgrounds.
- the program should utilise both intentional and incidental teaching opportunities with a holistic approach catering for the whole child.
- the program should cater for transitions, including from home to preschool and from preschool to school.
- the program needs to be evidence based, fun, flexible, challenging, open-ended, play-based, child-centred and cater for all learning styles, with high expectations for all children.
- children's creativity and individuality should be valued, respected and supported.

Therefore we will;

- assess and monitor children's progress and engage in critical reflection as part of our planning cycle, and plan an appropriate program based on each child's needs.
- utilise strategies such as modelling, demonstrating, questioning, explaining and problem solving to extend children's thinking and learning.
- provide rich, meaningful, inquiry-based experiences which encourage each child to explore, discover and experiment, including in the natural environment.
- provide individual support for each child to achieve learning outcomes at their own level.
- provide opportunities to develop an appreciation and respect for the natural environment and promote children's understanding about their responsibilities to care for the environment, through the promotion of sustainable practices.
- be responsive and plan opportunities for intentional teaching and knowledge building through individual work, small and large group experiences and everyday routines.
- embed Aboriginal culture and perspectives in our program.

COMMUNITY

At Salisbury Downs Preschool we believe;

- we should be advocates for our profession and share our knowledge and experience with the community.
- we are a central link to information and support services within the wider community.
- in the importance of developing and nurturing relationships with community organisations, cultural groups, support agencies, councils, local childcare centres and schools.

Therefore we will;

- operate within the guidelines set down by governing and professional bodies.
- engage in community through excursions and local walks.
- utilise local services when needed or appropriate.
- provide families with information about community services and resources and refer where appropriate.
- engage with Aboriginal Elders and community members.