

# STATEMENT OF PHILOSOPHY



## Children

### We believe:

Children are capable, competent and resourceful learners.

Play provides opportunities for children to learn as they practise, discover, create, hypothesise, improvise and imagine.

Children learn best when engaged in personally meaningful experiences which provide stimulation and challenge.

Wellbeing and learning outcomes are influenced by the quality of the relationships that educators build with children.

Learning is influenced by the quality of the interactive role of the educators.

### Therefore we:

Develop strong, nurturing relationships with every child and support each child to experience a sense of belonging.

Implement a play-based, child-centred program based upon the principles, practices and outcomes outlined in the Early Years Learning Framework.

Strive to empower children by including their voices regarding a range of aspects of the learning program.

Provide an emotionally supportive program where educators seek to identify and foster children's personal interests and intrinsic motivations.

Create a learning environment that nurtures curiosity, appropriate risk-taking, collaboration, imaginative play, critical thinking and a positive sense of self.

Develop and implement positive behaviour guidance strategies that facilitate self-esteem, emotional self-regulation, responsible decision making and social skill development.

## Families and Community

### We believe:

Parents are primary educators and each child is best understood within the context of their family and cultural background.

Family involvement in a child's education contributes to a high quality preschool program.

Ongoing consultation and evaluation of our services is essential to create a preschool that is responsive to the changing needs of our community.

Diversity within our centre and the wider community should be valued and celebrated.

Aboriginal people are the original custodians of Australia and we respect their history and ongoing connection to their land and culture.

Therefore we:

Are committed to open and constructive communication with families.

Support parents to participate in consultation and decision-making processes through the Governing Council and other avenues such as surveys and personal discussions.

Encourage families to engage in meaningful participation within the program and provide avenues for feedback.

Encourage families to share information about their child's changing needs, interests and recent experiences, particularly those that may impact on wellbeing and engagement in the program.

Establish and maintain ongoing relationships with local schools and other community organisations.

## Staff

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We believe:

Each staff member brings valuable personal and professional qualities, knowledge, strengths and experience to the staff team.

Open communication, ongoing reflective practices and collaborative decision making processes support the development of a cohesive, productive staff team.

Ongoing professional development is important to ensure that the preschool is able to continually improve its services and programs in line with current best practice and contemporary early childhood research and theory.

Therefore we:

Provide opportunities for staff to share in decision making and to obtain feedback about their performance.

Provide regular opportunities for personal and team reflection.

Create a supportive working environment where staff feel valued and are encouraged to celebrate successes.

Encourage and support ongoing professional learning for staff.