

Philosophy

The preschool provides quality care in an educationally rich and caring environment for young children of our community aged three to five years. Principles and practices of the Early Years Learning Framework for Australia "Belonging Being & Becoming" underpin our practice that is focused on assisting all children to make progress in relation to learning outcomes. We endeavour to do this through a number of means:

Children:

We believe in supporting children's positive self-esteem, that each child has unique potential and that they are resourceful and capable. Our educators recognise and celebrate the important learning that takes place during the early childhood years. We encourage children's desire and engagement in play-based learning experiences that build on children's interests and strengths. We promote children's active participation in their own learning, valuing the exploratory process involved. We aim to support children's awareness of diversity including cultural background, religion, gender and social context to promote an anti-bias attitude and enhance children's developing identity. The preschool maintains a strong connection with our Sister Service Gainmara Birrilee Preschool Brewarrina NSW. Curriculum decisions are guided by our educators upholding the child's right to have their history, culture, identity, and abilities valued. Celebrations of the diversity of our families and the wider community are ongoing throughout the year.

Families and the Community:

Management together with educators aim to create a welcoming, safe and secure, respectful, caring and healthy environment for the children, their families and the wider community to foster a sense of belonging. We strive to build respectful and genuine partnerships with parents and families and value their contribution to their children's learning. We recognise the diverse values and beliefs held by each family and promote positive attitudes and practices within the Preschool. A strong sense of continuity across the home and education environment is valued through open trustful relationships with parents and family members. We believe collaboration with other organisations and support services enhance children's learning and transitions and support parenting and family wellbeing. Our connections with children and families go beyond the preschool years as does our support.

Learning Environment:

Within the preschool we seek to provide a safe and healthy environment for all staff, children, families and visitors and to comply with the standards for health, safety and welfare set under legislation. We also believe in placing much emphasis on the thoughtful planning of a stimulating, inviting and nurturing learning environment. This is achieved through the provision of a range of hands on resources and technologies that promote enquiry-based learning and provoke children's enthusiasm and motivation for learning. We engage in critical reflective practice to create an environment that provides continuity for children's interests and extend their prior knowledge. Educators aim to inspire children and use a holistic approach to challenge them through the learning environment. We encourage children's sense of fun, exploration and curiosity, promoting their work as unique individuals and as peers in collaboration, learning from one another. The preschool is committed to implementing environmentally safe practices to promote sustainability and to support the children to develop an understanding and sense of responsibility.

Educator and Professional Practice:

We are guided by the objectives of the National Quality Framework and the ECA Code of Ethics assists us in our ethical decisions. Our practices aim to support educators, management and staff through a reflective process, with opportunities for professional development promoting a positive educational culture leading to a professional learning community. We believe it is important to remain aware of the changes to the early education field and reflect these changes to ensure children's learning is based on current educational theory and practice. Our teams of educators work collaboratively to best support the strengths, needs, abilities and interests of children. We recognise children's different learning styles and implement a wide range of strategies and teaching techniques to foster these.