



Katoomba Leura Preschool

PHILOSOPHY

Review Date: June 2019

Next Review Date: June 2020

Katoomba Leura Preschool's Philosophy

The philosophy is developed collaboratively with staff, children, families and community determining a set of values and beliefs in regard to early childhood education and the building of relationships and community and challenging discrimination, promoting social justice.

Our service philosophy is a living document that reflects the knowledge, beliefs and values of our early childhood educators, children, families and the wider community.

We believe:

- *in acknowledging Australia's Aboriginal and Torres Strait Islander peoples and will celebrate and embed their cultural richness, traditions and language into the teaching and learning at our Preschool. We respectfully acknowledge the traditional Custodians of the land on which we work and play –the Gundungarra and Darug people and strive to build our knowledge of and connection with Gundungarra and Darug people past and present.*
- *in providing an inspiring, nurturing and peaceful learning environment for children and their families and in creating a community built on relationships that convey equality, respect, empathy, trust and appreciation of others.*
- *in building an amiable preschool community, where children, families and educators feel at home, where both individual identity and a sense of belonging to a community can be affirmed. We believe in nourishing the children's and educator's soul, creativity and imagination.*
- *in advocating for family-centred education, where families are accorded deep respect, and educators develop partnerships, to support them in the nurturing and education of their children. We encourage each family to participate in the preschool community and support and welcome their interest and involvement.*
- *that the rights of the child are paramount and commit to advocating for these rights. We believe children are capable, competent, creative and valued members of the community. We believe they have an innate desire to discover, learn and make sense of their world, and are full of potential and ambitious desires.*
- *that children construct knowledge and develop through their relationships within the context of collaboration, dialogue, conflict, negotiation, and cooperation with their friends, family and educators.*

- in honouring children's right to play, as both a process and context for learning and acknowledge the importance of enjoying their childhood within an 'unhurried' environment with meaningful, authentic experiences.
- the learning environment should be fun, exciting, spontaneous, hands-on, stimulating, relaxing, comforting, challenging, full of wonder and provide opportunities for children to explore, discover, investigate, create, experiment, practice theories, solve problems and express ideas with the support of friends and educators.
- In celebrating children's play, discoveries and learning, and sharing the children's journey of self discovery and change through reflection and meaningful documentation.
- that each educator brings fundamental personal qualities to the learning environment such as empathy, respect, warmth and a passion for learning. We believe in the importance of creating an environment of collegiality where personal and professional contributions are valued and communication is open, honest and supportive.
- positive staff interactions are essential in creating an environment and atmosphere in which children feel emotionally safe, secure and happy. It is this environment that children are able to develop positive relationships and attachments with educators.
- in nurturing a culture of organisational growth and continual reflection, and sustaining a powerful commitment to professional learning and renewal of high-quality practices in early childhood.
- in education for sustainability, actively engaging in sustainable practices everyday, and the promotion of a sense of responsibility, respect, empowerment, enquiry and social change to make a positive difference. That a sense of wonder, belonging to and love of the natural environment, living things and animals is critical for young children to develop lifelong respectful, positive and proactive attitudes towards protecting our environment, caring for all living creatures and creating a sustainable environment.
- in surrounding children with beauty, a natural environment that includes plants, trees, edible gardens, sand, rocks, mud, water and other elements from nature, supporting open-ended interactions, spontaneity, risk-taking, exploration and discovery and connection with nature.
- in the importance of nurturing established relationships within the community and strive to be a centre of excellence for early childhood education within our community.

AIM OF OUR PROGRAM

Programming and Planning

The role of the preschool is to provide an educational program, covering all aspects of a child's development while catering to the individual emerging skills, strengths and interests of the child. We believe it is fundamental to planning that documentation of children's experiences, interactions, play and development are maintained through observation and used as a basis for supporting and enhancing the development for each child.

Young children learn best through playing and doing. Through play children learn to form relationships with adults and other children. They apply their existing knowledge and experience to new situations and challenges and in this way they extend their learning. By actively experiencing objects, people, and events,

children can learn about the world in which they live and how to deal with it. We provide planned and spontaneous experiences to encourage this active exploration and discovery.

Experiences and interactions are aimed at promoting:

- Children's strong sense of identity
- Children who are connected with and contribute to their world
- Children's strong sense of wellbeing
- Children who are confident and involved learners
- Children who are effective communicators

(Early Years Learning Framework 2009)

Educators respect children's right not to participate. We are flexible in our approach to programming and will change experiences to take into account spontaneous learning experiences.

Child - Child Interactions

Through play, children learn to form relationships with other children. Attributes and opportunities encouraged are for children to:

- play harmoniously and develop friendships when age-appropriate
- respect and care for peers and be polite and kind
- recognise, accept and appreciate the diversity of others
- be self-confident and express emotions in an age-appropriate way
- realise their full potential regardless of gender

Child - Staff Interactions

- Interactions between children and educators are positive and two-way. The children should feel respected and cared for
- We aim to treat all children equally, regardless of ethnicity, language, religion, culture, disability or gender.
- Interactions will take place with individuals, small groups, and large groups
- We encourage children to speak in a polite, friendly and positive manner
- Educators are supportive of children's existing needs, emerging skills, strengths, interests and knowledge
- Educators are supportive of all endeavours of children to learn

Parent/Carer - Educator Interactions

- We view families as the most important part of a child's life. We welcome families and believe that they should take an active role in all aspects of the setting if and when they can.
- Educators will be honest with parents at all times in regard to the well-being and education of their children. Discussions with the parents should be relevant, professional and sensitive as well as informative.
- Information about daily events is communicated to the parents verbally, through email, blackboards and displayed in the locker rooms and classrooms.
- Other sources of information available are the newsletter, notice boards, letters and committee meetings.
- Parents will be provided with information regarding their child's learning and development

Environment

- We endeavour to provide a safe, clean, stimulating and child-based environment with strong links to natural materials.

- We foster a caring attitude for both the indoor and outdoor environment.
- We act as role models and encourage children to use resources (including natural resources) appropriately, to tidy away, to return resources to appropriate places and other general housekeeping duties.
- We abide by the Work, Health and Safety Act 2011 and the Education and Care Services National Regulations 2011, (including amendments) in actively promoting a safe and hazard free environment for children, parents, employees, contractors, volunteers and the community.

Community

We aim to provide a community space:

- Where the needs and development of children and adults, are seen as equally important.
- Which is accepting and equitable, where people are consciously included, not unconsciously excluded.
- Where the management committee members, educators, staff and parents work as a team to provide quality care and education.
- Where the physical and emotional well being of all members of the service's community, is a priority.
- Where the service community members are regularly involved in evaluation.
- That is well known and well respected in the local community.

Learning and teaching should not stand on opposite banks and just watch the river flow by; instead they should embark together on a journey down the water. Through an active, reciprocal exchange, teaching can strengthen how to learn. Loris Malaguzzi

MONITORING, EVALUATION AND REVIEW

This philosophy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every year.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

Philosophy Reviewed by: Staff, Committee, families, children

Approved by: Management Committee

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