



Preschool Statement of Philosophy

2020.1

Nairne Preschool is located in a modern purpose-built facility on the grounds of Nairne School. Like the school, it serves a diverse semi-rural community. Located near the top of a hill, the Preschool has a beautiful rural outlook that encourages the interaction of indoor and outdoor activities. An appreciation of our unique physical environment is integral in our philosophy; there is an increasing awareness of our sustainability practices. Inspired by our natural environment, we endeavour to foster children's natural sense of awe and wonder. Quality relationships are at the basis of all we do, hence the adoption of our motto *Walking Together*.

Children

We believe:

- Children are capable and resourceful learners who are active contributors to their own learning
- Children learn best when they are empowered to learn through their own play
- Children need to be valued as individuals with their own learning styles within the context of their family and their community.
- Children can develop confidence and positive self-esteem through a supportive and secure environment

Therefore we:

- Implement a child-centred program based upon the principles outlined in the National Early Years Learning Framework (EYLF) – 'Belonging, Being & Becoming'
- Adopt a play-based approach where children are encouraged to explore, discover, create and experiment
- Empower children, by using their thoughts and ideas to develop the program
- Promote each child's confidence and positive self-image through a range of provisions, experiences and opportunities that build upon their understandings, skills, values and sensitivities and promote success
- Implement an inclusive approach to positively support children's growth of identity, self-esteem and cultural competence.
- Are continually providing opportunities for children to be successful learners.

Families

We believe:

- Trust, respect and collaboration form the basis for strong partnerships between families and staff
- Family involvement is integral to a high quality program
- Families, children and staff working together form a caring community that optimises children's learning

Therefore we:

- Create a warm and welcoming "home-like" atmosphere for children and families
- Encourage families to engage in meaningful participation within the program
- Are committed to open, constructive and reciprocal communication with families
- Offer a scheduled formal interview and an annual report and an open-door policy for discussions as required
- Ensure that displays, photos, newsletters and Talking and Thinking Floor Books inform families of current developments and children's learning journeys
- Have empathy and are responsive to family needs, and provide support as required

Staff

We believe:

- That professional knowledge and experience directly relates to the quality of educational program offered by the Centre.
- That each staff member brings valuable personal qualities and strengths to the centre environment.
- In the importance of creating an environment of collegiality where personal and professional contributions are valued, communication is open and confidentiality is maintained

Therefore we:

- Encourage staff to use their professional knowledge and skills in offering the most appropriate support for children's' learning. As educators we challenge, protect, nurture, reinforce, coach, acknowledge, direct, mentor and co-create.
- Encourage reflective practice; seek ways to build staff professional knowledge and skills.
- Provide opportunities for staff to contribute their expertise, share in decision making, reflect and give feedback.
- Provide a safe and stimulating working environment where staff feel respected and valued.
- Model positive social skills in staff relationships.
- Have adopted the Early Childhood Australia Code of Ethics

Environment

We believe:

- Children learn through collaboration and communication with other children and adults and through interacting with the environment - it is the "third teacher"
- A rich, stimulating and nurturing environment has the potential to stimulate imagination, promote creativity and enhance aesthetic development
- That children will respect and care for their environment if they see its beauty
- That a connectedness to the Earth is vital for children's wellbeing
- Involving children in developing the outside environment develops ownership and increases engagement
- In modelling a respect and care for the Earth
- Children are capable at developing a range of skills by exploring and participating in their natural environment.

Therefore we:

- Provide attractive, well maintained play areas, with the thoughtful use of furnishings and displays
- Utilise local services in an effective and meaningful way
- Participate in community events
- Create opportunities for the children to experience awe and wonder through connecting with nature which is paramount to our role as educators
- Support the belief that nature's palette reduces stress, improves physical wellness and creativity, leading to greater focus and concentration
- Model a care for the Earth by recycling materials where possible, composting, using our worm farm to reduce food waste and fertilise our veggie patch, grow vegetables for our cooking
- Have created and continue to develop an outdoor environment in which children can discover and explore natural elements such as wobbly rocks in the frog pond, logs and rocks for balancing and grassed areas for running and developing gross motor skills.

Program

We believe:

- That our Indigenous heritage deserves to be acknowledged and valued.
- Diversity contributes to the richness of our society and is to be respected and celebrated.
- All children have a right to access the learning environment.
- That young children learn best when they are fully engaged.
- We cater for the needs of the whole child by focusing on individual children and programme accordingly.
- That transition times in children's lives can benefit from extra support.
- Children need opportunities to practise and consolidate their skills in all learning areas.
- That children's' early experiences shape their language, literacy, perceptual and cognitive capability.
- That good stories and literature facilitate powerful learning.
- Play should be open-ended - it is children's way of discovering, exploring and making sense of their world.

Therefore we:

- Implement a flexible program that is responsive to the evolving nature of the early childhood environment and that provides for different learning styles
- Use both the indoor and outdoor environment to encourage the children's ability to observe, perceive, explore, investigate, imagine, make choices and problem solve
- Make observations of children, document, assess and evaluate their learning to form the basis of the program and the planning cycle
- Develop individual programs to support children with special needs
- Introduce children to a wide range of social and cultural experiences, family types and different ways of doing things so they will learn to value diversity, learn to accept challenges and become fully realised members of society
- Offer hands-on activities
- Offer a holistic program
- Plan for extra staffing/support time for children when they need to deal with change
- Encourage children to *be* in the present moment: we do not hurry their learning
- Facilitate broad fundamental early literacy and numeracy skills
- Have a strong focus on oral language development as it provides the foundation for all other language and literacy skills
- Include stories (and story-telling) as an integral and major part of our program
- Evaluate our Centre goals and program regularly.

Publication Date	Version	Revisions	Review Date
Jul 2020	2020.1	2014, 2020.1 (Jul)	Jan 2020

Resources

Government of Australia - Department of Education, Skills & Employment

National Early Years Learning Framework (EYLF) – 'Belonging, Being & Becoming'

<https://www.education.gov.au/early-years-learning-framework-0>

Early Childhood Australia

Code of Ethics

<http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2019/08/ECA-COE-Brochure-web-2019.pdf>