



# Parkdale Preschool Philosophy

## In relation to children

We value children as active and capable individuals, who have a voice that should be heard, seen and respected in our preschool community. We believe that children should be supported to express their views and be involved in the decision-making process and curriculum of their preschool.

We believe that children learn best when they feel safe, secure and supported, therefore trusting relationships with educators are at the heart of our Preschool. We acknowledge and respect each child as a unique individual who is supported and challenged to grow, develop and learn at their own pace.

## In relation to learning

We recognise that children learn best through play and that play encourages children to acquire new skills, knowledge and understandings through active engagement. We know a balance of planned and spontaneous experiences with uninterrupted periods of time, investigation and exploration is essential to a child's learning. We foster a social environment for children to collaborate and play together, as well as develop effective ways of communicating and cooperating with others.

We understand the importance of creating a learning environment that is rich with open-ended materials from both natural and man-made resources. We value outdoor all-weather play as it is a vital component to a child's overall learning and development. We acknowledge that a learning environment should encourage children to be independent, to take risks, to make their own choices and extend their interest and learning.

We are committed to embedding the National Quality Framework and the Early Years Learning Framework within our program which encompasses a combination of child-initiated and adult-facilitated relationships, experiences and interactions.

## In relation to families and our community

We are committed to providing a warm, caring, positive environment for everyone involved with our preschool and community. We embrace and support the diversity of all families, cultures and religions and strive to create a safe and welcoming atmosphere for all.

We recognise and respect the Boonwurrung people as the traditional custodians of the land on which we live, learn and play. We value Aboriginal and Torres Strait Islanders knowledge and culture, which is reflected in our daily practices.

We acknowledge families as children's first and most influential teachers and work to develop respectful and reciprocal partnerships in the context of our culturally diverse community. We are responsive to diversity, viewing it as a strength that contributes to the rich fabric of our preschool.

Communication between families, educators and our community is the foundation for respectful and trusting relationships. We work together in partnership to support and nurture each child's learning and development. We encourage families to actively observe and participate in the preschool program and value their contributions. Our families play a key role in the preschool as we are wholly owned and managed by our family community.

### **In relation to educators**

We believe that all Early Childhood professionals should work in partnership to support each other to provide a high quality learning program for our children and families. We draw on our key understandings of various child development theories and research to create a learning curriculum that is based on socio-cultural practices and a child centered approach. We ensure we present learning programs within our service that reflect the needs and expectations of the society, culture and community in which our children live.

As a collaborative teaching team, we encompass and share a passion for inspiring young minds through our dedication to excellence in teaching. We are committed to ongoing critical reflection, evaluation, self review and professional development to further enhance our pedagogical practices. As we implement a collaborative teaching approach we recognise and value the individual teaching practices of one another, inspire and challenge each other's pedagogical practices and communicate in ways that are respectful and honest.