

BERMAGUI PRESCHOOL



1.01 Philosophy Statement

Written By

Children, Families & Staff

Aim

A statement of philosophy is developed and guides all aspects of the service's operations (NQS 7.2.1)

Philosophy

At Bermagui Preschool, we believe play is essential to children's learning and children learn most effectively within an unhurried environment with meaningful, authentic experiences. Our emphasis is on play-based learning, following the interests, questions, explorations and needs of the children as individuals and groups. Children are encouraged to develop skills and habits of mind rather than leaning content, although content learning still happens organically when the children investigate the carefully planned environments and experiences available to them.

Children should be encouraged and supported to make their own decisions and choices and seek to actively develop positive problem-solving skills in a success-orientated environment. We believe in providing children with opportunities to discover and learn about themselves, others and the environment in an atmosphere that encourages harmonious and meaningful relationships. We believe play should be fun, exciting, spontaneous, hands-on, stimulating, relaxing, comforting, challenging and allow children to "just be children". We believe it is important to provide opportunities for children to experiment, discover, explore, create, investigate, practice theories, solve problems and express ideas with the support of other children and the educators.

It is important to provide a beautiful environment, a place of wonder, order and peace. We endeavour to provide an enchanting environment filled with art, music, dance, literacy and beauty, that inspires joy, encourages curiosity and instils in each child a sense of aesthetic awareness that promotes creativity and expression. We believe in nourishing the children's and educator's soul, creativity and imagination.

Science, technology, engineering and maths (STEM) activities and experiences will also be provided to empower children with the skills to succeed and adapt to our changing world. Our programming and decision-making processes will be guided by the Early Year's Learning Framework (2009), National Quality Framework (2010) and other current documents related to Early Childhood Education Best Practice, such as the Australian Early Development Census (AEDC) and United Nations (UN) Sustainable Development Goals.

A sense of wonder, belonging to and love of the land, nature and animals are critical for young children to develop lifelong respectful, positive and proactive attitudes to our environment and to ensure our sustainable future. We believe in giving children time to play outdoors every day. We believe in the rights of children to be able to feel the land beneath their feet, the sun on their face, experience the natural rhythms of the seasons and breathe fresh air. We believe this is essential to everyone's wellbeing and development. We believe in nurturing and protecting our most precious gifts – our children and our planet.

Each child, family and educator is a unique and valued individual. We value and honour diversity and accept and celebrate differences in other people. We believe each person and their family's values, culture, beliefs, abilities and language should be acknowledged and accepted and reflected in the preschool's environment and program.

Each individual has a story to tell and by sharing these stories we create relationships and bonds that strengthen and unite us. We believe in building a community that values children, respects their rights and gives them love. We believe in supporting and developing a partnership with families to share 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. Learning is enhanced in an environment where you feel you belong. We believe in developing respectful relationships with children, families and staff through open and meaningful communication. We encourage and support children to interact peacefully and collaboratively, express empathy for other and actively challenge bias and promote social justice.

Our community are the children, their families, the educators and all people and services the preschool has made connections with since our establishment in 1975. We believe as part of this community, we have a responsibility to our children and families to establish and maintain a sense of belonging and connection to the land and to our shared Aboriginal history and culture, to actively embrace reconciliation and spread this message. We believe our role is to our engage the Djiringanj People of the Yuin Nation in a collaborative authentic partnership with our preschool.

We believe young children bring delight and make a valuable contribution to the community and to the world. Children are capable, resourceful, valued and active members of the community. We believe in advocating for the rights of children by promoting awareness of the importance of early childhood education, children's services and issues relating to young children and their families. We believe empowering children to have a voice in matters that affect them and their lives. We believe in building a community that enables children to develop a readiness for the transition to school and more meaningful, a readiness for life.

We believe in providing acceptance and support to promote the children's, families' and educator's personal growth and develop their positive self-esteem and confidence. We believe in celebrating children's play, discoveries and learning through reflection and meaningful documentation. We believe that our staff need to work together to provide a pleasant, calm and smooth running environment, where continuity of care is assured and relationships are encouraged and strengthened through mutual respect. We will endeavour to work together to share duties and responsibilities, maintain high levels of supervision, care, safety and hygiene. We will acknowledge our individual strengths and weaknesses. We believe to continuous improvement of practice and skills through ongoing reflection, updating qualifications and knowledge through study, reading and attendance at workshops.

**Relevant
Legislation**

Education and Care Services National Regulations 2011
National Quality Standards 7.2.1

**Resources &
References**

Education and Care National Regulations
The National Quality Standard (2010)
Being, Belonging and Becoming: The Early Years Framework for Australia (2009)
Early Childhood Australia's Code of Ethics
Bermagui Preschool Policies

**Relevant
Documentation**

This philosophy is displayed in the Preschool and will be provided as part of Bermagui Preschool Induction Procedure. It is available in the Parent Handbook, Policies and Procedures, Staff Handbook and on the Preschool website

Date Adopted:

June 2023

Review Date:

June 2026