



Children

We believe that all children:

- are able to **access** inclusive, high quality early childhood education
- need to have a strong sense of **belonging** as a basis for successful lifelong learning
- **learn through play** which is an essential part of childhood, and that the preschool environment needs to be filled with stimulating, natural, open ended resources
- are encouraged to actively participate in environments that provide opportunities for choices, risk taking, problem solving, and **decision making**, so as to develop **positive self-identities**
- are respected, acknowledged and celebrated as being a part of a **family** and **culture**
- are individual and have **unique** abilities and interests that are supported through child led play
- are valued as competent **learners**, and effective **communicators**.



Families & Community

We believe that:

- the **role** of families is to be respected and **supported**, and we encourage active participation and involvement in their child's preschool education
- the genuine **partnerships** between families and educators promote open communication and foster a sense of belonging to the preschool community
- **all cultures are to be valued**, and the preschool educators will challenge bias and build positive relationships with families from all other cultures
- the Board of Management in partnership with families, children, educators and the wider community represents the **diverse** values and beliefs of our preschool
- **all cultures, histories, languages, traditions, child rearing practices & lifestyle choices are honoured** in all our daily practices
- the **history** of the preschool should be valued and respected to enable it to grow and **thrive** for future generations



Educators

We believe that as educators:

- we provide a supportive, equitable, caring, safe and **welcoming** environment
- we **listen** to and **respect** the children's voices, and facilitate **opportunities** for continuity of learning based on the Early Years Learning Framework – Belonging, Being and Becoming
- we use our professional knowledge, experience, and training to **equally include all children** within the preschool program, acknowledging that children are unique in their learning styles and abilities. We will liaise regularly with industry professionals, other specialised agencies and community organisations.
- we welcome opportunities to participate in professional **development/** training so the preschool practices reflect current pedagogy
- we are all **advocates for children**, whose rights are paramount. This is reflected in our daily work practices, and in our affiliations with local and national agencies
- we appreciate each staff member's attributes, abilities, differences and values and we communicate openly to each other to construct a strong consistent professional **team** of educators
- we are open minded, willing to **grow**, flexible and reflective
- we maintain **quality interactions** with children through secure, respectful and reciprocal relationships
- it is important to implement a **holistic** approach to children's learning and development that reflects the NQF.



Curriculum

We believe that:

- curriculum encompasses all the interactions, experiences, routines and events, **planned** and **unplanned**, that occur in an environment designed to foster children's learning and development" (Early Years Learning Framework p.9)
- our curriculum is **informed** by the personal and professional philosophies of the educators, and from input from children, families and the wider community
- this embedded emergent curriculum focuses on a holistic approach, that is developmentally **appropriate** for each **individual** child's learning
- as educators we will **observe** and **document** the children's learning
- as educators we will listen to the children and support their learning **journey** through **intentional** teaching, supporting children's **initiatives** and through their **spontaneous** opportunities for play
- the planning and programming cycle includes **critical reflection** of the indoor and outdoor program.
- the educators will reflect upon their teaching styles to enable further growth and **continuous improvement**
- we will follow children's inquiry and all educators will **enhance** the preschool environment to support the children's learning through play.



Environmental education and sustainable practices

We believe that:

- as role models and educators, we are able to **demonstrate** and teach the importance of **sustainable** practices within the preschool environment
- environmental education is consistently **integrated** within the preschool program and practices
- as children understand and learn about sustainable practices, they develop **respect** for the environment, they learn **life skills** and become **connected** to their world
- children are **capable** and **competent**, and able to look after their own environment at the preschool, at home and in the wider community
- our natural environment promotes and **inspires discovery**, curiosity, inquiry, risk taking within children.