



PHILOSOPHY STATEMENT

Our revised Philosophy is written in respect and acknowledgment of –

- ❖ The five Principles that 'underpin practice that is focused on assisting all children to make progress in relation to the Learning Outcomes' (p12 & 13 Belonging, Being, Becoming the Early Years Learning Framework for Australia)
 - Secure, respectful and reciprocal relationships.
 - Partnerships.
 - High expectations and equity.
 - Respect for diversity.
 - Ongoing learning and reflective practice.

AND

- ❖ The six Principles, 'applying across all seven quality areas of the National Quality Standard' informing the delivery of quality early childhood education.
 - The rights of the child are paramount.
 - Children are successful, competent and capable learners.
 - Equity, inclusion and diversity.
 - Valuing Australia's Aboriginal and Torres Strait Islander cultures.
 - The role of parents and families is respected and supported.
 - High expectations for children, educators and service providers.

Introduction statement:

❖ Our Vision

To provide a welcoming and supportive learning environment, where all children feel safe, secure and supported. A learning environment that all children may enjoy, contribute to, have feelings of satisfaction and achievement and to develop sharing caring friendships.

❖ Our Families

Family is the most important part of a child's life. We acknowledge that families are children's first and most influential teachers and for many children becoming part of our Preschool family is the first time they enter a social world beyond their own family. Families within our local community are encouraged to visit our Centre, inspect the facilities and get to know the staff.

The enrolment process is a vital time to, begin a respectful and reciprocal partnership, not only with the immediate family, but also the extended family with whom the child has a close relationship. During this process our families are invited to share their knowledge of and expectations for their child. Families are given an Enrolment package with information re: family participation, our open door policy, ongoing sharing of information, such as children's passions, interests, strengths and friendships. Families are encouraged to contribute to our endeavours to continually provide the highest quality care and learning opportunities.

❖ Our Children

"Each child is unique, bringing to the learning situation an exclusive set of capabilities and predispositions" Haliwell, G. 1977. We acknowledge that each child in our care is unique, capable, resourceful and valued and so we strive to encourage each and every child to reach their full potential in accordance with their own unique ability, individuality and cultural identity. We therefore value the NQS and EYLF, so that we can make decisions in the best interests of the children and families at our Centre.

Our children will;

- Experience the joy and wonder of childhood.
 - learn about themselves and who they are.
 - develop deep and satisfying relationships and
 - become involved with new ideas and interests
- (Living practice with the Early Years Learning Framework)

We aspire for all our children to develop a sense of wellbeing and identity and become confident and involved learners. We want them to have fun and enjoy being part of this preschool family.

❖ Curriculum Quality Area 1. Ed Program & Practice.

In the early childhood setting curriculum means 'all the interactions, experiences, activities, routines and events planned and unplanned, that occur in an environment

designed to foster children's learning and development (P9 Belonging, Being & Becoming The EYLF for Aust)

Element 1.1.1. States curriculum decision making, contributes to each child's learning and development, outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. At our service planning is guided by the 5 learning outcomes outlined in the EYLF.

We Believe that PLAY- is essential in promoting a positive learning environment that gives our children the opportunity to learn as they play and have fun.

- To develop a positive self esteem
- To develop sharing caring friendships
- To be creative, make choices, discover, explore, investigate, solve problems, share humour, interact confidently with the staff, to respect and care for each other, to appreciate and care for the physical environment, to experience challenges and feel confident to seek out quiet moments.

We support our families in their own aspirations for their child, e.g. social skills. Our daily planning includes school readiness skill. Literacy and numeracy, colour and shape recognition, pencil grip and scissor use. (In a casual relaxed, non-threatening, social chatty manner.)

Staff. Quality Areas 4 & 5.

Standard 4.1. - Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.

At our Centre we believe that secure respectful and reciprocal relationships with our children form the basis for successful learning. i.e. being prepared to change and adjust our expectations and plans as to how the children may react and so respond to the children's own input, ideas, needs.

Children's learning and development is assessed as part of an ongoing cycle, knowledge of the child, planning, documenting (daily diary, observations, portfolio learning stories) and reflection.

We provide opportunities for staff to share in decision making and participation in required and (areas of interest) professional development.

- We work towards the same goals
- We support each other in our roles as educators and personal expertise
- We respect each other and work cohesively as a team

Our Community. Quality Area 6.

Standard 6.3. - The Service collaborates with other organisations and service providers to enhance children's learning and wellbeing.

The Oberon Children's Centre was established in 1979, the Year of the Child. Built by the people of Oberon for the children of Oberon and district.

It is of great importance to our Centre that we continue to established contacts and relationships within our local community. Community support agencies providing

information for our families. Emergency services such as Ambulance Fire Brigade and Police service, visiting and assisting the children's knowledge and understanding of health and safety issues. Our local hospital visits to the emergency unit and the annual pre-school eye testing. The local school kindergarten teachers working with our children and families on the transition to school process. Our local Council who continually support our service to the Oberon community preschool updates in our local paper, open house for families, regular newsletters home, our new website. Work experience and Early Childhood students. Businesses supporting our sustainability, policy and our Indigenous program officers from the Indigenous Community Links supporting our Cultural Awareness policy.

Closing Statement

Our Philosophy statement is a daily acknowledgement of what we endeavour to uphold every day. What we see, think, do and share, Staff, committee, Children and Families. Our Philosophy will feature at staff meetings and monthly Committee Parent and Staff meetings. It will remain available to our families and continually reviewed.

Last review July 2014