

BELONGING

We value childhood education as the foundation for lifelong learning. We acknowledge that every child is a unique individual with individual needs and wants and that they bring with them a myriad of learning abilities and styles, cultural backgrounds and talents to form practices that create a sense of belonging.

RELATIONSHIPS

We encourage the building of safe, secure, reciprocal and supportive relationships. We understand that making these connections are essential to children's learning.

PROFESSIONAL DEVELOPMENT

As professionals we are always striving to develop and refine our professional practice through additional training and access to current research.

PARTNERSHIPS

We continue to have high expectations of the quality of our program and work together with our families to ensure our practice supports our goals. We abide by a specialised code of ethics, ensuring we work together respectfully and ethically for the benefit of the preschool, our families and children and our wider community.

INCLUSION

We ensure that everyone feels welcome, included, valued and accepted, irrespective of age, culture and ability. We acknowledge each child's unique strengths and interests, and that each child learns in multiple ways, at their own pace.

BEING

We provide flexible, supportive, and inclusive learning opportunities where the children are empowered to be mindful, present and deeply engaged in their world around them.

CARING FOR OUR NATURAL ENVIRONMENT

We strive to support the children to build on their appreciation and care of the natural environment, to make a connection with their environment as well as learning their place within the world and their ability to influence things.

CURRICULUM

Our educational programs are reflective of emergent curriculum and adhere to guidelines set by ACECQA, National Quality Framework and the EYLF, taking the child's developmental level and interests into account.

PLAY

We place a high value on an interest play based environment. For this reason, careful attention and detail is encapsulated within our programs to ensure that authentic play-based experiences occur each day. We pay attention to research, best practice and early childhood theorists, that suggest that emotional and social preparedness are key drivers, in terms of being school ready.

PEDAGOGY

Our pedagogy is based on a combination of core values, experience and professional knowledge about child development and education. We utilise reflective practice to ensure that our pedagogy is relative and effective.

DIVERSITY

We acknowledge that we are on the land of the Wiradjuri people and pay our respects to Elders past present and emerging. We strive to understand and value every child's unique cultural background and heritage, through building relationships. We believe that early childhood is a celebration of learning and honour of diversity that when valued and nurtured appropriately, fosters individuals that can positively contribute to their community

BECOMING

We support, acknowledge and nurture the children's abilities and sense of identity. We support their future successes and happiness and aim for each child to develop and realise their potential.