

Reviewed February /March 2020:

Children were asked to communicate in any medium; "What makes a happy Preschool". This was then linked to Harmony Day. Parents and key members of the community were asked "What are your hopes and dreams for children?" and how do they feel connected to the preschool.

Educators worked together in teams to critically reflect on how the EYLF curriculum is reflected in our philosophical practices. Together we now have our 2020 philosophy.



Our Statement of Philosophy 2020

Individuality and Inclusion:

Each child's personality and their uniqueness is fostered and celebrated at our preschool so they can grow to believe in themselves and their capabilities and feel that they belong unconditionally. We aim to support the holistic growth and well-being of children and educators in a sensitive and responsive way that dignifies their family's culture, structure, circumstances, needs and abilities.

Educational program:

We believe early childhood is an amazing time of global developmental growth that we have the privilege of nurturing children through this journey in partnership with their families. We believe our inquiry-based curriculum embraces intentional teaching, spontaneous learning, and critical reflection that aim to ignite children's curiosity and confidence to try new tasks and extend on their existing knowledge and skills, promoting their lifelong love of learning and fostering their creativity.

We are not just focusing on preparing children for school but all of what they can become. We believe play is the best forum to orchestrate growth in early childhood as it supports a child's being and shapes the structural design of the brain and makes learning enjoyable. We incorporate all key learning areas into our program in ways that is relevant and meaningful to individual children and the social context of the group. We incorporate healthy eating, active play and limit screen time recognising that when these habits start at a young age, they will have lifelong impact. We value extending learning projects in small groups according to their interests. When programming educators consider their knowledge of the children including their strengths and capabilities, and shared information from working in partnerships with families and communities. All of these elements guide programming decisions when integrating learning across the five learning outcomes and our National Quality Framework.

Environment:

We respect our learning environment as an additional teacher. We value play, family, community, ancestry, flora and fauna as an important part of our preschool learning environment. We aim to continually question our practices to ensure we are making responsible decisions for the sustainability of our environment. We hope that children can feel a sense of agency in making a long-term difference in our community toward a sustainable future.

Educators:

We recognise ourselves as highly skilled professionals working in the field of human potential. We believe it is our collective roles to build relationships with other educators, management, staff and professionals to continually strengthen our capacity to provide exceptional education and care. To honour these professional values, we actively commit to ongoing professional education through keeping abreast of new developments and technology, and share our knowledge with our team, management and the community, fostering a community of learners. As educational professionals we see great value in reflecting critically on research and practice to continually improve our teaching skills and knowledge.

Community:

We are committed to providing a service that meets the needs of our community and are proud of our preschool for its ability to make all feel welcome. We believe it is important for children to develop an understanding of their world beyond their home and the preschool and experience the beauty and worth of our neighbourhood. We aim to continue our strong relationships with support services and professionals that can enhance a family's wellbeing through developing positive and caring relationships with all in our community. We aim to be givers in our community and continuously think of ways we can support this reciprocal relationship. We value and celebrate diversity within families and the community and promote inclusion and a sense of belonging for all members in our immediate community and beyond. We believe bias behaviour should be actively challenged.

We acknowledge and celebrate the traditional custodians of the land, on which we learn and play, the Dharawal people, who were playing and teaching children and at one with the land long before we were on the land. We encourage and welcome regular connections with all Aboriginal and Torres Strait Islander people and people of all nations and hope that by having a valuable exchange of accurate knowledge, love and respect we can build enriching, strong relationships.

Partnerships with Families:

We pride ourselves on being a warm and welcoming preschool that respects the diversity of cultures our families, educators and community offers. We appreciate the knowledge our families share about their children and use this knowledge to enhance our program continuously. We seek families input and feedback on many aspects of our preschool and value the support offered to make this community based preschool true to its heritage. We open our arms to all children and families to work together so that they all feel they belong to Jannali Preschool.

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