

# Jannali Preschool Philosophy

## *Our Place*

Jannali Preschool is a community based not-for-profit early childhood service, managed by a parent committee located on Dharawal land in the Sutherland Shire. Jannali, an Aboriginal word meaning 'place of the moon', is represented in our logo and pays homage to the traditional owners and their relationship with the natural world, culture, and identity.

We provide high-quality education and care for children aged 3-6 years. We welcome all people striving to create a place where everyone feels a sense of belonging and well-being. We view our philosophy as a living document that is embedded throughout our pedagogy and practice. We ensure its continuous development through research, family, child and community input, and reflective processes.

## *Educational Program and Practice*

We view children as capable, rich in potential and resourceful learners who are active participants in their own education. We understand that an interest-based, child-led program facilitated through play is the best forum to orchestrate children's growth and is crucial to building success for life. We believe in providing a responsive pedagogy that allows for both intentionality as well as spontaneity and promotes a lifelong love of learning. We value extending learning projects in small groups through an inquiry-based curriculum that ignites children's curiosity and confidence to challenge their knowledge and skills. Through our strong belief in equity and inclusion we strive to enrich the children's development and knowledge through incorporating the understanding of appreciation of diverse cultures. We maintain high expectations of children meeting their individual and collective needs, recognising them as unique while living in a diverse community.

## *Children's Health and Safety*

We believe in providing a sensitive and responsive environment that dignifies and promotes the health, well-being, and safety of every child. We actively and purposefully promote the Child Safe Standards ensuring all staff maintain current knowledge and qualifications. We advocate the principles of the NSW Munch and Move program including making healthy food choices, moving every day, and including fundamental movement skills within our program. Strong emotional and mental well-being are considered important aspects of the children's overall health development and supported through the BeYou and Mindfulness Programs.

## *Physical Environment*

We are committed to providing high quality indoor and outdoor learning environments that are stimulating and actively contribute to igniting growth mindsets and learning dispositions in children. We are purposeful in our choice of high-quality resources and materials, considering these as a 'third teacher' and ensuring they support children's unique play and learning styles. We advocate and create opportunities for children to extend their capacity to build their agency in managing risk. This extends from the physical risk they may encounter in adventurous play to coping with changes, frustrations, or challenges. Our routine is paced to allow for a relaxed, natural rhythm with a balance of self-selected, spontaneous activities that are supported by Educators who respond with intentionality. We foster a culture of sustainability that helps children to see themselves as citizens and stewards of the earth.

## *Staffing Arrangements*

We are a team of dynamic professionals who are committed to continuous improvement through developing and refining our knowledge and skills. We are a dedicated, passionate team who believe the warmth, care and humour shared between us is reflected in the highly valued relationships we share with the children,

families and the wider community. We value a lively culture of professional enquiry, reflection, and critical reflection together with collaboration and a genuine desire to learn from professionals, peers, families and the children that leads to an exceptional educational setting.

### *Relationships with Children*

We acknowledge the importance of developing responsive, warm, respectful, and reciprocal relationships that are in the best interest of each child. We value providing children with unhurried time to focus on what is important to them as they learn about themselves developing a strong sense of identity. We aim to facilitate an environment that is characterised by the fundamental elements of *being, belonging and becoming* in the Early Years Learning Framework that guides our curriculum. We actively seek children's voice in a way they choose to share it and acknowledge their rights to have agency in decision making about preschool planning and pedagogy. We believe it is a fundamental right of all children to have equitable access to high quality early childhood education and support all children to engage in our preschool program on the same basis as their peers.

### *Collaborative Partnerships with Families and Communities*

We value authentic, reciprocal relationships with families and the community. We acknowledge the family as the most powerful and primary influence in children's lives and strive to create warm respectful relationships through which information, expectations and attitudes can be shared that forms a foundation for their child's education and relationships. Families are afforded opportunities every day to feel welcome, heard and engage with the preschool in a way that is most suitable to them. We value and celebrate the 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 actively and regularly engage with local schools, members of parliament, agencies, and community groups to promote connection and continued improvement of our high-quality preschool. We acknowledge and celebrate the traditional custodians of the land on which we play and learn, the Dharawal people. Our preschool respects and values the culture and traditions of the First Nations people who have a deep history with and sense of belonging to the land on which this building sits. Our governance and leadership are centred around providing generations of local parents and community members with a voice in the early years education of the children who attend Jannali Preschool.

### *Governance and Leadership*

Jannali Preschool will continuously ensure high ethical standards in line with the Early Childhood Australia Code of Ethics that is based on the UN Rights of the Child (1991) which set out the civil, political, economic, social, health and cultural rights of children. Recognising the value of mentoring and supporting students in the field of early childhood we welcome people at all stages of their learning journey and from various related fields committed to ensuring the ongoing professionalism of this industry. Through professional online forums, alliances, and community groups, staff advocate for our sector providing examples of best practice sharing knowledge and understanding. We believe in a collaborative leadership culture that draws on the broad knowledge and strengths of the staff, family, community, and committee members. Through the distribution of leadership responsibilities we are building trusting, positive and collaborative relationships with common goals and high-quality outcomes. We believe that leadership should be shared depending on the skills and attributes that our staff, families, and community members possess. This ensures broad knowledge can be shared within the preschool supporting collaboration and decision making.