



Briar Hill Preschool Philosophy Statement of Intent

At Briar Hill Preschool we believe in creating a welcoming, caring, respectful, safe, and positive environment, where children and their families establish a sense of belonging and feel valued, supported and included. A place where children are nurtured to build their self-confidence and resilience which supports their development to help them achieve their full potential.

CHILDREN AND LEARNING ENVIRONMENT

In relation to our children and learning environment we:

- Believe children learn through play where they have the opportunity to discover, communicate, problem solve, experiment, collaborate, improvise, imagine and create. We place emphasis on the process of creativity and not on the end product.
- Respect children as successful, competent, capable learners that learn in a variety of ways varying in capabilities and at their own pace. We believe children build on existing knowledge and skills to scaffold their learning. Children are encouraged to make their own decisions to develop their sense of agency.
- Believe children learn from active exploration of the environment through a balance of adult-led learning, child-directed play and guided play and learning. This occurs in social contexts, interactions, conversations, shared thinking and intentional teaching.
- Have a holistic approach to learning and aim to foster growth in all areas of children's development. This includes; physical, social, emotional and spiritual wellbeing, cognitive and language development. A positive self-identity and self-esteem assists children to develop to their full potential.
- Believe that children need a strong sense of wellbeing for good physical health, as they learn to self-regulate, build resilience, feelings of happiness and a positive sense of self identity. Healthy eating and physical activity are promoted and embedded in the everyday educational program.
- Nurture the needs and interests of both the group as a whole as well as the individual child, building on their strengths, interests and abilities. We value the uniqueness of each child, their cultural background and respond to inclusion, equity and diversity with respect.

SUSTAINABILITY AND NATURAL ENVIRONMENT

In relation to sustainability and the environment we:

- Encourage children to become socially responsible and develop dispositions for lifelong learning as they care for the environment, by supporting children's growing awareness, understanding, and respect of the natural environment.
- Promote and embed sustainability through environmental practices in every day experiences to broaden children's understanding of the world in which they live. Practices such as recycling, composting, maintaining our worm farm, water conservation, planting and growing vegetables.
- Provide children with ample opportunities to participate in natural play experiences. We believe that the indoor and outdoor environment are of equal importance and will endeavour to access the outdoor environment in all weather.

FAMILIES AND COMMUNITY PARTNERSHIP

In relation to our families and community we:

- Support families in their parenting role and recognise that families are the first and most influential teachers.
- Establish respectful and supportive relationships with families, developing and maintaining mutual trust and open communication, ensuring collaborative partnerships while respecting the rights and confidentiality of the family.
- Respect the uniqueness of each family and strive to learn about their culture, values and traditions as we continually reflect on our practices and understandings of the children and families within our centre.
- Value the contribution of families to their child's learning and encourage them to be actively involved and engaged, sharing decision making to enhance their child's learning and wellbeing within the educational program.
- Acknowledge and respect cultural diversity and are inclusive of all cultures, including Aboriginal and Torres Strait Islanders.
- Value and support collaborative relationships with our local and wider community.

PROFESSIONAL PRACTICE

In relation to our professional practice we:

- Strive to continually build our knowledge (including current theories and practices) and skills, through ongoing learning and professional development to ensure best practice and quality outcomes for all children.
- Build professional collaborative relationships and partnerships to enrich decision making about children's learning.
- Develop and support smooth and effective transitions between home, our kindergarten, specialist services, other educational services and primary schools.
- Are guided by the National and Victorian Early years learning framework, Practice Principles and National Quality Standards.
- Adhere and commit to the Code of Ethics and United Nations Convention of the rights of the child to inform decision making and advocate on behalf and in the best interests of all children to ensure their protection and wellbeing.
- Believe children's wellbeing and safety is paramount and ensure respectful relationships and positive engagement at all times.