



Our Philosophy....what we believe.

At Springwood Preschool we strive to honour children, families and educators in all that we do. We endeavour to provide a space in which our children, families, educators and community feel that they belong. Experiencing belonging and connection – knowing where and with whom you belong – is integral to our existence and our ability to learn and grow. Springwood Preschool values strong, respectful collaborative relationships between families, children, educators and community through open and meaningful communication. We believe relationships are the first and most important step to creating a successful preschool experience for children. Therefore, we give priority to nurturing secure and respectful relationships through engaging with and sharing life's joys, discoveries and challenges. We encourage and support children to learn about kindness, to collaborate with each other, express empathy, and challenge bias. We recognise that families are children's first and most influential teachers and that learning outcomes are most likely to be achieved when we work together. Building quality partnerships with families is key to providing a meaningful and sustainable learning environment and enriches our preschool. A safe and happy environment for children, families and educators will be created to ensure they feel part of and connected to the preschool community.

“Springwood Preschool is a beautiful and supportive community where kindness is valued above all things”.

*We advocate childhood as a unique and special time of life in which children have the right to play and enjoy being children. **Play is the heartbeat of our preschool.** We believe play should be fun, exciting, spontaneous, hands-on, stimulating, relaxing, comforting and challenging. We believe it is important to provide opportunities for children to experiment, discover, create, investigate, practice theories, solve problems and express ideas with the support of other children and educators. We believe in celebrating children's play, discoveries and learning through reflection and meaningful documentation. We believe children are capable, resourceful and valued members of the community and they should be encouraged to follow their interests with the support of the preschool community. We believe that play is essential to children's learning and wellbeing, and that children learn best within an unhurried environment with meaningful and authentic experiences. We believe that we are all (children, caregivers and educators) on a continuous journey of learning. At Springwood Preschool children's identities, knowledge, understandings, capacities, skills and relationships will change and grow on their journey of becoming confident, competent and active citizens.*

“At Springwood Preschool childhood is treasured as a precious and fleeting time”.

“We are having the best day at preschool! You can choose where you want play. You can go inside or outside!”

There are many ways of living, being and knowing. Our curriculum will acknowledge the beliefs and practices of those within our preschool community. We value children's different capacities and abilities and respect differences in families' culture and homelives. Each child, educator and family are a unique and valued individual. We also believe that our curriculum should reflect and promote a better understanding of Aboriginal and Torres Strait Islander ways of knowing and being. Springwood Preschool acknowledges that we play and learn on Gundungurra and Dharug Country. We acknowledge the Gundungurra and Dharug as the First Peoples of this land.

“At our preschool you can be safe. There are nice people and you can practice things”.



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We believe children should have natural spaces and places to play in all weather. A sense of wonder, connection and custodianship of the land are critical for children to develop lifelong respectful and positive attitudes to our environment and a sustainable future. We believe in giving children time to play every day outdoors. We believe in the rights of children to be able to feel the land beneath their feet, the sun on their face, experience the natural rhythms of the seasons and breathe fresh air. This nurtures everyone's sense of wellbeing. We believe it is our job and privilege to share the importance of nature play for children through our bush preschool program.

"Our preschool has trees for shade and to breathe".

"I love going to bush preschool. It's the best day ever!"

We believe that trusting children, viewing them as capable, competent, and active members of the community is empowering and nourishes self-esteem, resilience, and stamina. We believe that all children are capable of learning and success and commit to high expectations. We believe in advocating for the rights of children and early childhood education, empowering children to have a voice in matters that affect them and their lives. We believe in building a community that values children, respects their rights and gives them love.

"Our children feel safe and comfortable to be themselves and are supported in their individual learning journey".

"I like preschool because there are caring people with play areas and a lounge to read and relax on".

We value ongoing learning and reflective practice as early childhood educators and commit to continually seeking ways to build our professional knowledge. At Springwood Preschool we work hard to maintain a lively culture of professional inquiry in which everyone is involved in an ongoing cycle of review through which current practices are examined and new ideas generated.

"The educators have a genuine love of children and a passion for developing caring relationships". (family)

"I notice that the team are always learning and implementing knowledge into practice. Every year there is something a little new as you embrace changes in early childhood".

*We embrace the opportunity to join with families and their children on this preschool journey; learning together and from each other through the constant process of growth and change....a journey of *belonging, being and becoming*.*

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"Belonging, being and Becoming – The Early Years Learning Framework" Pg. 12, 13

Links to Quality Areas and Standards:

Quality Area 1	Educational Program and practice
1.1 Program	The educational program enhances each child's learning and development.
1.1.1 Approved Learning Framework	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.



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1.1.2 Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3 Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Quality Area 2	Children's health and safety
Standard 2.1	Each child's health and physical activity is supported and promoted.
Standard 2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.
Standard 2.2	Each child is protected.
Quality Area 3	Physical Environment
3.1 Design	The design of the facilities is appropriate for the operation of a service.
Standard 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
Standard 3.2.3	The service cares for the environment and supports children to become environmentally responsible
Quality Area 4	Staffing Arrangements
Standard 4.1	Staffing arrangements enhance children's learning and development.
Standard 4.2	Management , Educators, co-ordinators and staff members are respectful and ethical.
Quality Area 5	Relationships with children
Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships.
Quality Area 6	Collaborative partnerships with families and communities
Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
Standard 6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
Quality Area 7	Leadership and service management
Standard 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.
Standard 7.2.1	There is an effective self-assessment and quality improvement process in place.
Standard 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

Source:

Because It Matters P/L

Early Childhood Australia (2006). *Code of Ethics*. Canberra, ACT. Early Childhood Australia.

Department of Education, Employment and Workplace Relations (DEEWR) (2009) *Belonging,*

Being, Becoming: The Early Years Learning Framework for Australia. Canberra:DEEWR

Department of Education, Employment and Workplace Relations (DEEWR) (2011) *Education and Care Services National Regulation 2018*

Department of Education, Employment and Workplace Relations (DEEWR) (2009) *National Quality Standard for Early Education and Care and School Aged Children*. Canberra:DEEW

Policy Reviewed by: _____ Approved by: _____

Signature: _____

Date: ____/____/____ Date: ____/____/____

Next Review Date: ____/____/____