



Griffith Preschool Kindergarten Inc.

Philosophy

At Griffith Preschool Kindergarten Inc we are a community based centre that aims to reflect the values of the community in all its diversity and is committed to excellence in the provision of care and educational programs. Our beliefs coincide based upon the principles outlined in the NSW regulations and the National Early Years Learning Framework (EYLF) – Belonging, Being and Becoming.

relation to **Children** we believe;

- All children are unique and capable individuals with their own talent, skills and ideas.
 - Our play based environment supports all children in becoming competent and confident learners.
 - All children's prior and current learning is essential to build upon in assisting them in the smooth transition to school.
 - Young children bring wonder and delight into everyone's lives and make valuable contributions to the preschool, the community and to the world.
 - The rights of the child are paramount and that each child is given opportunities to make their own decisions and choices in their own learning path.
- All children are supported to able them to meet their full potential, to be the best they can be, to be confident, contributing and capable community members.

In relation to **Families** we believe;

- Families are the most important people in their child's life and have valuable information to share with us.
- Families should feel secure in knowing that their child is in a caring and nurturing environment.
- Supporting, reflecting and developing a partnership with families to share the education and growth of their children and their individualism are essential.
- Working in partnerships with families will encourage family involvement and assist in shared decision making.
- Communication channels are open and always encouraged between staff and families & are supported through discussions, portfolios, daily computer slideshows, information flyers & newsletters.

In relation to **Environment** we believe;

- Natural play spaces are of utmost importance to support the learning, enquiry, curiosity, excitement and understanding of our beautiful world.
- Education relating to the natural world is paramount to a healthy and safe future for our children.
- Environments will be maintained to a high level of safety without compromising the learning experiences available to children
- Indoor and outdoor environments will be full of opportunities to support the learning of all children and to foster exploration, curiosity and a desire to learn.

In relation to **Community** we believe;

- Supporting the community as a whole to understand the values of children, respecting their rights and show them love, acceptance & inclusion is important for each & every child in our own community.

- Building recognition in our community as a service of excellence for early childhood education is important to us.
- Working as advocates for our profession and sharing with the community our knowledge and experience.
- Working with, accessing & linking with support services within our wider community to assist children, families and staff.
- Dynamics & needs of families accessing our service from within the community will always change and therefore relevant and supportive changes will be recognized & made with acknowledgements of the best interests of the people within our community.
- Community involvement is welcomed and supported to assist in the growth and support of all members of the community.
- Acknowledgement & value for children's indigenous heritage & that of the wider community – locally, nationally & internationally.

In relation to **Programs** we believe;

- The program encourages children to make choices and have control of their own learning through individual interests.
- Staff will reflect, acknowledging & implement, the learning outcomes in the EYLF which are below to support learning programs for children;
 - Learning outcome 1: Children have a sense of identity
 - Learning outcome 2 : Children are connected with & contribute to their world
 - Learning Outcome 3 : Children have a strong sense of wellbeing
 - Learning outcome 4 : Children are confident & involved learners
 - Learning Outcome 5 : Children are effective communicators
- The role of adults within the preschool is to be facilitators that guide and encourage children's learning at their own levels.

In relation to **Staff & Management** we believe;

- All educators play an important role in the running of each day.
- Every educator is acknowledged for the experience they bring to the team and management embraces the diversity that accompanies the variety of qualifications & backgrounds each educator brings.
- Every staff member is recognized as an individual with diverse needs, interests, skills, knowledge and experience & what they can contribute to the centre.
- Professional development is essential in maintaining quality educators. Staff have constant access and assistance in attending a variety of development opportunities to foster personal and professional growth.
- Staff engage as advocates for the rights of children and this is done through everyday practice at a service level and in the wider community.
- Management is a critical aspect of the overall structure of the service. Management provides essential components that ensure the effective performance of the preschool such as, financial management & incorporation guidelines