Para Hills West Preschool
Statement of Philosophy

We listen to and respect the voice and rights of children to a high quality and responsive play based learning program that celebrates children’s uniqueness, embraces diversity, supports positive relationships, wellbeing and cooperation, nurtures curiosity and possibilities and promotes positive outcomes and success for all children in a happy, flexible and supportive environment.

"I play, that's how I learn. I sing and do new things"
(Sebastian, age 4yrs)

The following shared beliefs underpin the pedagogy and practice at Para Hills West Preschool:

All children and families have the right to be known and understood, to have their uniqueness recognised and valued, to be respected and listened to, to be cared for, to engage in positive relationships, to be supported by skilful and enthusiastic educators, to enabling environments for learning and playing both indoors and outdoors, and to experience high quality early learning and development opportunities at the preschool.

At Para Hills West Preschool we believe that the key to high-quality provision is skilled, knowledgeable, responsive and reflective educators who stimulate, support, guide, participate and interact with children during play to inspire and scaffold learning and support the development of positive dispositions which lay the foundations for children to become successful lifelong learners. The educator shows respect, integrity, caring, commitment, openness and honesty and ongoing reflection on practice to ensure a responsive approach to children’s learning and development and to support ongoing quality improvement and service development.

The skilful educator is a partner and co-learner alongside the child, enjoying the energy of children’s play, the inspiration and power of children’s curiosity, imagination and openness to possibilities, awe, wonder and delight.

There are many factors that contribute to the decision-making, planning and delivery of Curriculum at the preschool. The Early Years Learning Framework (EYLF) Belonging, Being and Becoming is the framework used by educators to develop the curriculum; the principles, practices and outcomes are integral to and inform curriculum planning, delivery, reflection and documentation of children’s learning. Educators also incorporate and use key elements of ‘Reflect, Respect and Relate’ to reflect on and inform practice.
Central to our shared belief is the key principle of the Strategic Plan 2012-16 for South Australian Public Education and Care:

‘Children are at the centre of everything we do’

We are also guided and strive to contribute to the outcomes described as the strategic directions of the plan:

1) Every child achieves their potential
2) Excellence in education and care
3) Connect with communities
3) Successful and sustainable organisation

Local, regional and national values, strategic directions and priorities; the diversity of experiences, interests, culture and knowledge of educators; are also valued and reflected in the curriculum decision-making process. Play, nurturing relationships, creativity and imagination, responsibility, health, wellbeing, uniqueness and enjoyment are all highly valued elements of our curriculum.

We believe that play is the primary way that young children learn: indoors, outdoors, quietly, or energetically, alone and with others. It allows each child the opportunity to discover, explore, question, predict, wonder, imagine, research, practice ideas and skills, learn from mistakes and successes, solve problems, be in control, be self-motivated, represent and create ways of understanding their world. Many forms of play and playfulness help children to learn and to become confident learners for the future, including child initiated and adult directed playful experiences.

We acknowledge that young children learn in different ways, at different rates, that learning is not linear, they have unique abilities, skills, prior knowledge and experiences, interests and needs but recognise effective learning involves children being with others; being active and 'hands-on'; exploring new things and experiences; communicating their ideas and thoughts to themselves, with others and representing their ideas and experiences in a variety of ways; practising, repeating and applying skills; being shown and guided how to do things; solving problems and having FUN.

Our integrated program embraces the importance of learning experiences including focus on language skills and emerging literacy, wellbeing and belonging.

We fundamentally believe in the importance of relationships and are committed to each child and their family’s sense of belonging and connectedness to the preschool.

Time is taken to build genuine and meaningful relationships that facilitate communication, sharing and partnership and to ensure children feel valued, acknowledged and supported in order for learning to occur and be effective. We strive to nurture friendships amongst children and families.

Families are valued as partners in children’s learning. Educators value and are responsive to information families share about individual children's development, interests and needs, and engage in sharing this information in a variety of ways. Their knowledge, opinions, ideas, contributions, experiences, values, cultural and religious practices and beliefs are welcomed, respected and reflected in our practice.

Caring, genuine and professional relationships with children, families, educators and wider community are highly valued by educators in the preschool Respect, trust, effective communication, active listening and collaboration are critical elements to the relationships we build and sustain.

We work collaboratively with others, particularly local agencies and services for children and families in order to achieve the best possible support and outcomes for children and families.

We believe everyone has rights and responsibilities for themself, each other and the environment.

The environment is an important and valued element of the curriculum and practice. The indoor and outdoor learning environments and resources are safe, clean, organised, secure and welcoming, both physically and emotionally, accessible to children, flexible, enable choices, expression, exploration and independence. The environment and resources support each child's holistic development, foster relationships and catering for different learning styles and interests.

We believe in the importance of children's connections with the natural world and consider that we have an important role in educating children in the promoting awareness of, sustainability and respect for the natural world in our daily practice.