



## Inverloch and District Preschool

### Philosophy Statement

#### Our Beliefs

Inverloch and District Pre-School commits to creating a welcoming place where children, families and educators feel a strong sense of **belonging**, the space and time to explore **identity**, the freedom to grow and **learn** and the opportunity to **contribute** in meaningful ways. Fundamental to these elements is our commitment to building mutually respectful relationships with children, families, educators and the wider community.

Supporting these elements is our commitment to the children's rights as declared in the United Nation's Convention on the Rights of the Child and to making these rights real in children's lives. We commit to professional and ethical practice guided by Early Childhood Australia's Code of Ethics, the National Quality Standards, and the Ballarat YMCA Safeguarding Children and Young People Policy. We are committed to the safety and wellbeing of all children and young people accessing programs at our services. We support the rights of the child and will strive to deliver a child safe environment at all times. We also align with the Ballarat YMCA core values of honesty, respect, caring and responsibility.

#### Our Place

Inverloch and District Preschool acknowledge that we work on the traditional lands of the

Boonwurrung/Bunurong people, of the Kulin nation. We are located in the coastal town of Inverloch within the Bass Coast Shire and offer the program to families within Inverloch and the surrounding district.

The kindergarten has a long history of providing quality programs to the children and families and is a community based centre which is operated and managed by the YMCA Ballarat Early Years Management. We have a voluntary Parent Advisory Group comprised of parents and families of current children who attend the centre, whose focus is on fundraising and socialising for the Preschool.

#### What we want to achieve

Families and educators' vision is supported by a commitment to:

- Building strong identities that have respectful, caring and interdependent relationships with both educators and families and build a bridge between home and kindergarten.
- Respecting diversity – histories, culture, languages, traditions, child rearing practice, lifestyle choices, values and beliefs, religion, spirituality, capacities and abilities.
- Demonstrate a holistic view of the child, supporting inclusion for all, where each child is valued and respected.
- Collaborating and sharing ideas with children, families and educators in providing learning experiences and to shape the learning environment.
- Children, families and educators feel they belong to and are an integral part of the kindergarten. Partnerships are developed with families to develop stronger communities.
- Believing in children's capabilities to succeed and in building their confidence.
- Learning through play and the provision of opportunities for children to learn.
- Understanding current thinking in early childhood education, in particular, the effects of trauma in children's lives and the place of attachment in their recovery.
- Professional reflective practices, ongoing learning and critical reflection.
- Inspiring healthy and active lifestyles with children, families and educators to promote skills to ensure physical and mental health and wellbeing for life.
- Being aware of our impact on the earth; and implementing environmental sustainability through our programs and practices.

The children at our centre value:

- Playing with their friends
- Plying on the swings
- Playing on the slide
- Digging and creating in the sandpit
- Listening to stories and reading books with the teachers and peers
- Developing skills on the trampoline
- Climbing the Monkey Tree
- Playing fun games in the boat

The **families** at our centre place value on the caring and supporting educators and the relationships they have formed with the children, the play-based learning experiences for children, friendships formed by children, the links to the community and Aboriginal and Torres Strait Island cultures, that the children are safe, confident and welcome and the professional approach to the current climate.

### What we do

We understand that to achieve this vision we must act to:

- Celebrate the benefits of diversity by honouring difference, respecting multiple ways of knowing, seeing and living in what we do every day. This includes a commitment to a greater understanding of the Aboriginal, and Torres Strait Islander ways, and all cultures. We will represent this through the learning environment by providing images and experiences with real meaning and value for children.
- Confront bias and prejudice as we seek to understand, communicate and interact with people across cultures such as gender bias.
- Create welcoming and inviting indoor and outdoor play spaces that are open-ended and help children to learn through engagement and experimenting.
- Provide uninterrupted playing time that encourages the children to extend on their learning, imaginations, and creativity.
- Maximise opportunities to utilise the outdoor environment to encourage learning through natural resources and sensory experiences.
- Provide play spaces that promote physical and emotional health and wellbeing.
- Listen to and observe children to empower them to undertake further learning and develop their agency and autonomy.
- Observe and assess children's learning through documenting significant positive experiences in our documentation and planning, using photographs, pictorial, oral and written collections of children's experiences and encouraging family members and children to contribute.
- Reflect upon learning through discussions with children, families and educators.
- Utilise a range of teaching strategies that support and guide children's learning and behaviour.
- Be deliberate, purposeful and thoughtful in our teaching to provide individual and group experiences.
- Include the whole child to help build connections between children, families and communities and the natural world.
- Support the training of staff and other educators, and training institutions; this includes improving our practice through critical reflection and self-improvement using our Quality Improvement Plan as the tool.
- Using the Safeguarding Children and Young People Policy as our foundation, create a safe environment and encourage children to reflect on keeping safe at kindergarten.

### **Learning**

Children, families and educators engage in learning experiences that reflect children's interests, experiences, knowledge and skills. We provide opportunities that emphasise children's meaningful learning about themselves, others and the world around them through uninterrupted, open-ended play. We will create time to explore and actively participate in the learning environment allowing children to consolidate, revisit and reflect on what they have learnt. We will offer space for children to develop self-expression and independence.