



## Robinvale Preschool

### Philosophy Statement

Robinvale Preschool is proudly a non-for-profit service which is managed by the YMCA. The centre relies on the collaboration of staff and parents, who aim to manage the running of the preschool through the process of building professional partnerships and supporting the developing child. The centre aims to respect the values of the community and is committed to providing a high quality of care and educational experiences.

#### **We believe:**

- Children have the right to feel safe, respected and secure in their environment for them grow and develop in all aspects of learning.
- Children are strong, powerful and are full of potential. They have rights and the ability to co construct in knowledge.
- In a play-based child centred program which allows for children to be confident and competent learners and encourages interaction and collaboration with peers.
- In providing children with the right to belong in not only the preschool environment but in the wider community. This concept of belonging contributes to inner wellbeing, security and sense of identity.
- Spontaneous play should be extended by scaffolding their experiences and building on their prior knowledge.
- Indoor and outdoor environments provide children with many learning opportunities and should be used equally to their fullest potential.
- That each child is a unique and valued individual. We value and honour diversity and accept and celebrate the differences in people's lives. We believe each child and their family's values, ideas, culture, abilities and language should be acknowledged and accepted within the preschools environment.
- Children are capable and valued members of the community.
- Children should be encouraged and supported to make their own decisions and choices in an environment which stimulates challenges and provides opportunities for problem solving.
- In providing children with opportunities to discover and learn about themselves, others and the environment in an atmosphere that encourages harmonious and meaningful relationships.
- Children are active participants in their community and their world. Educating them about the love of the land, nature and animals is critical for their development of lifelong respectful, positive and proactive attitudes to our environment and ensuring our sustainable future.
- Parents are the first and foremost educator in their child's life and are key stakeholders in children's learning and beliefs.

#### **Therefore, we aim to:**

- Provide a play based child centred program which allows for child development in all areas: cognitive, physical, emotional, social, language, literacy and numeracy. Children are given the opportunity to learn through all the senses: sight, touch, sound, smell and taste and with a wide range of resources.
- Provide a sense of multiculturalism and belonging to the community through experiences which encourage and respect an understanding of others. (i.e. through song, dance, stories, excursions and visitors to the preschool).

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- Offer a friendly, positive home like environment that has meaning and purpose therefore allowing the children to feel welcome and nurtured.
- Respond to the children's interests and provide opportunities for learning through the emergent curriculum.
- Make available a range of resources and materials of a functional purpose to allow greater learning opportunities.
- Engage children in learning about their world through both long and short term group projects.
- Support children to work independently and cooperatively with each other.
- Provide children with equal inside and outside experiences in which both environments are used to their full potential.
- Build and maintain strong relationships with parents and caregivers and in recognising each family's needs, interest and culture, create an environment in which staff and parents work together in partnership, to develop an educational program.
- Develop an appropriate program which represents the holistic child and meets the developmental outcomes in both the Victorian Early Years Learning and Development Framework and Belonging, Being and Becoming; The Early Years Learning Framework for Australia.
- Ensure curriculum is inclusive of all children and developmentally appropriate for each child's strengths, interest and diversity.
- Continually evaluate the effectiveness of children's learning opportunities and determine to what degree children are progressing towards achieving the identified learning outcomes. Identify, what might be impeding on their progress if required.
- Providing evidence of children's achievements by keeping updated learning profiles, complete with learning stories, group observations and examples of children's accomplishments.
- Recognise the experience and professional status of staff and provide them with opportunities for further professional development.
- Create a safe, healthy work environment for both staff and children which supports their health and wellbeing.
- Recognise that our preschool is part of the wider community by sharing our interests, knowledge and experiences and reflecting strongly on the values held in our community.
- Incorporate a range of different curriculum approaches into our preschool program, including the project approach, emergent curriculum, Reggio Emilia and the Montessori Method.