

Rosehill Public School Preschool

Philosophy

At Rosehill Public School Preschool, we provide a quality, holistic learning environment with engaging, motivating experiences and opportunities for children to learn and develop a foundation for success in learning throughout their lives. We acknowledge and respect the diverse cultures in our community to promote an inclusive environment within our preschool. We embrace the principles and practices of the Early Years Learning Framework – Belonging, Being and Becoming.

Belonging

- We have high expectations for all children and families, recognising their uniqueness, their culture, customs, language, beliefs, family structure, circumstances and capabilities. We recognise that families are children's first and most influential teachers and value the knowledge and skills that they bring to our setting.
- We challenge inequities, promote inclusion and make decisions ethically to ensure the rights of all children, families and community members are upheld and respected.
- We value collaboration and partnership with families to support their child's learning journey and development. Communication is seen as paramount in the success of these partnerships with each family.
- We maintain a culture of care, build positive secure attachments and nurture relationships so children feel safe and cared for, developing their strong sense of identity.
- Our educational program is responsive to parent input, cultural backgrounds and abilities. We build on the funds of knowledge children bring to the preschool to ensure that learning is relevant and engaging.
- We recognise that diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing. For Australia, it also includes promoting greater understanding of and appreciation for Aboriginal and Torres Strait Islander ways of knowing and being.

Being

- Our program is based upon a deep understanding of the children's stages of development, early childhood philosophies and educational research into the way children learn. This reflects a holistic and integrated approach to teaching and learning.
- The program is intentional, flexible, play-based and follows interests expressed by the children. Indigenous perspectives are woven throughout the environment and learning experiences. Educators observe and analyse each child's learning to implement experiences that are meaningful and valuable for children's development, following the EYLF planning cycle. Learning is celebrated and regularly shared with families for comment and consideration.
- We develop positive secure relationships with children, respectfully building reciprocal connections in which we can enjoy and explore collaboratively in the moment.
- Our identity as part of Rosehill Public School allows children to gain familiarity, connection and comfort in the school context. Children are supported through transitional experiences to prepare for the future whilst feeling secure in the present.
- We continuously reflect on learning and professional practice to strengthen collaboration and provide ongoing improvements to our learning environment and practices, optimising children's growth, learning, development and wellbeing each day.

Becoming

- Learning is assessed and reported to children and their families with reference to the EYLF, developmental milestones and theorists. Families are invited to respond and collaborate with educators for future planning.
- We strive to establish trusting and secure relationships with children and families. Children who feel safe, secure and supported are more willing to take risks, grow in independence and resource their own learning.
- Oral language development is a significant focus in our educational programs as we understand that children in our wider community come to preschool with a diverse range of home/community languages.
- We equip our children with skills for life-long learning in the 21st Century through exploring current events, sustainable practices, celebrating a variety of cultures and becoming familiar with the digital world.
- We nurture children's learning whilst embedding principles of anti-discrimination, freedom of thought, safety and identity from the UN Conventions on The Rights of the Child.
- Our educators are committed to ongoing professional learning and critical reflection that builds on our knowledge and skills and keep us up-to-date with current early childhood education and care theory and practice.



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