

Howlong Preschool Philosophy 2019/2020



Howlong Preschool Philosophy

Environment and sustainability

(Element 1.1.3, 3.2.3)

"We need the veggie garden so we don't get hungry" - Stevie

We are passionate and proactive about teaching the children about the environment and embedding sustainability practices. We believe the next generation needs to be socially and environmentally responsible and aware of the interdependence between humans and the natural environment. We do this by;

- Running a worm farm
- Teaching the children about recycling and waste management
- Running "Small Green Steps" program

Respectful partnerships

(Element 5.1.1, 5.1.2, 5.2.1, 5.2.2, 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3)

"Because it can sort things out if you all do it together" - Stevie

Howlong Preschool values respectful partnerships with the children, their family and our local community. We work to develop interactions that are reciprocal, trusting and authentic with all stakeholders. We value and respect the input of our preschool community and work to implement their voice into our educational program. We do this through;

- Developing relationships with Oolong Hostel
- Listening to the children's voice when programming
- Sending out input questions to families, fortnightly
- Family stories displayed with children's voice.

Creativity and imagination

(Element 1.2.1, 1.2.3, 3.2.1, 3.2.2)

"It's good to pretend and learn if we want to do that when we're grown up for a job." - Stevie

At Howlong Preschool, we understand that every child is creative and has a vivid imagination. In their own way, they create and discover in ways that are unique and personal to their life experiences and knowledge. We work to foster their creativity and imagination through;

- Offering a varied and interesting educational program
- Supplying open ended resources
- Taking time to listen to and explore with the children.

Enough time

(Element 1.1.2, 1.1.3, 2.1.1, 5.1.1)

"you have to make stuff and do stuff like puzzles" - Violet

Time is a crucial element of deep learning. Children are offered the opportunity to engage deeply in activities and investigations that spark their interest. We allow children enough time to be, explore, investigate, rest and imagine. We do this through;

- Offering children flexible routine that allows them to investigate interests deeply
- Having quiet areas both inside and outside for children to take time out when needed
- Offering children an opportunity to revisit resources and activities until they are no longer interested in them.

Rest

(Element 2.1.1, 3.1.1, 5.1.2, 6.2.2)

"Rest time is the best because you get to have lots of rest" -Tasman

Rest is integral to health and wellbeing. We value and respect children's ability to recognise their need for rest and allow children downtime when they require it. We support children's need for rest by:

- Offering quiet areas inside and outside
- Teaching the children meditation and breathing techniques
- Having a quiet time in the middle of the day when children are able to choose a quiet activity or to sleep.

Safety

(Element 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 4.1.1)

"It's important we don't pick the blue tongue lizard up" - Mackenzie

The safety of the children in our care is of utmost concern to the educators at Howlong Preschool. We work to ensure that all children feel cared for, are not exposed to undue risks and are taught to manage and assess risk in a safe and supportive environment. We achieve this through;

- Maintaining a streamlined illness and injury procedure
- Completing daily safety checklists
- Responding to children with care and empathy when they feel unsafe or fearful for any reason.

Acknowledging achievements

(Element 1.1.2, 1.2.2, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 6.1.1)

"Because it makes us happy" - River

We value and recognise the achievements of all children in our care. It is important to us that each of the children feels as though they are a valued member of our service, and as such are recognised for their abilities and successes. We do this by;

- Allowing each child time to share with the class through show and tell
- Maintain close relationships with parents and families, so they feel safe to share successes with educators
- Display family stories in the hall, depicting the successes of the children
- Art gallery to display the hard work of children.

Regulation and legislation

(Element 1.1.1, 1.3.1, 4.1.1, 7.1.2, 7.2.1, 7.2.3)

"You need rules so you know what to do." - River

The legislation and regulations that govern Early Childhood Education is of the utmost importance. We recognise, adhere to and embed the Early Years Learning Framework, National Law and Regulations and National Quality Standards. We do this through;

- Linking all documentation to the Learning outcomes, practices and principles of the Early Years Learning Framework
- Following the Code of Ethics and all legislation and regulation in the running of our service
- Staying current through training and professional development.

Authentic, interest-based learning

(Element 1.1.2, 1.1.3, 1.2.3, 2.1.3, 3.2.1, 3.2.2, 5.1.1, 5.1.2, 5.2.1)

"So, you know what we want out and you know what we like." - Violet

We acknowledge that children learn best when they are able to follow their interests and explore topics that are relevant. We work to support authentic and interest-based learning in all aspects of our programming.

We do this by;

- Collecting detailed notes and reflecting on the children's interests,
- Allowing projects to develop from the interests of the children as they are relevant to their lives and current knowledge
- Plan intentional teaching experiences that are authentic and teach children real skills.

Cultural learning

(Element 1.2.1, 1.2.2, 5.2.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2)

"So, we can learn to look after [the Aboriginal's] country because they were here first" - Stevie

We believe that all children have a unique cultural background, and that this informs and shapes the person that they are. We also acknowledge the rich cultural heritage of Australia's First People and work to embed their perspective into all aspects of our program. We do this through;

- Ensuring an Aboriginal perspective is present
- Respect and implement strategies use in the home environment when teaching individual children skills
- Intentionally teaching about the cultures and ethnic backgrounds of the children in the class.

Positive image of the child

(Element 1.1.2, 1.2.2, 3.2.1, 3.2.2, 5.1.1, 5.1.2, 5.2.1)

"I would watch and learn to do it if it was my first day" - Stevie

At Howlong Preschool, we view the child as capable and independent. We respect their individual views and seek to support their growth, development and unique personalities. Our program reflects the abilities, strengths and interests of the children in our service. We do this through;

- Allowing the children to explore their limits through risky play activities
- Acknowledging the children's individual strengths and abilities and offering activities to further develop these
- Asking children's opinions and input on issues that affect them.

Critical Reflection

(Element 1.3.1, 1.3.2, 1.3.3, 4.2.1, 4.2.2, 7.2.2, 7.2.3)

"So, you know what you're going to do next" - Korbin

Critical reflection is the cornerstone of our practice. In an effort to be continually improving, educators critically reflect on the program and their practice to ensure that the children are receiving the best quality of education. We do this through;

- Engaging in weekly reflection of programs
- Critically reflecting during staff meetings and through reflection activities
- Conversing and reflecting collaboratively throughout the day and with the children and sharing this information with families.

Friendship

(Element 1.1.2, 1.1.3, 1.2.1, 2.1.1, 5.1.1, 5.1.2, 5.2.1, 5.2.2)

"Its nice and it makes people happy." - Stevie

Friendship is an integral element of teaching. Children learn best from educators they enjoy the company of, look up to and respect. Friendship is also an important element of an effective cohort. We support the development of friendships by;

- Planning activities that support group interaction
- Encouraging the children to develop friendship skills such as collaboration, conflict resolution and negotiation
- Treating the children, families and each other with respect, kindness and compassion.

Skills for life

(Element 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 2.1.1, 2.1.3, 4.2.1, 5.1.1, 5.1.2, 5.2.1)

"You have to go to preschool so you can learn" - Thomas

We value the importance of teaching children skills that will serve them for the rest of their lives, not only in education, but in the real world too. It is important to us that the children learn skills such as patience, resilience, determination, sharing, negotiation, problem solving and conflict resolution. We also have a strong focus on school readiness and ensuring children have learnt skills to support their academic career We support this through;

- Planning activities that require the use of life skills, such as sharing and collaboration
- Lining up and eating together, waiting for others to finish before going to play
- Explicitly teaching skills such as conflict resolution, sharing and communication
- Implementing a "draw to write" program every day.

Positive wellbeing and inclusion

(Element 1.1.2, 1.1.3, 1.2.1, 1.3.2, 2.1.1, 2.1.3, 2.2.3, 4.2.1, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 6.1.2, 6.1.3, 6.2.2)

"So, you can be happy all day long and you don't have to be sad" - Violet

We are aware that mental illness is a growing concern in our society. We work to prepare children to deal with the struggles of life by teaching them skills that will allow them to maintain positive wellbeing, ensuring they are included and active participants in the program. We do this by;

- Explicitly teaching relaxation techniques
- Teaching positive living skills through the "Positive Living Skills" program
- Encouraging children to take on challenges and seek solutions to problems.
- Maintaining staff wellbeing through the "Be You" program
- Supporting healthy eating and decisions making through the "Munch and Move" program.
- Working with specialists and other professionals to support inclusion of children with additional rights.