



The Heights Pre-School

Growing little people since 1987

The Heights Pre-School Centre was formed on the lands of the Cabrogal Clan of the Durug Nation. We acknowledge Aboriginal & Torres Strait Islander Peoples as the Traditional Custodians of this country and their connection to the land, water and community in which we operate. We pay our respect to them, their cultures and customs both past and present.

OUR PHILOSOPHY

The Foundation of The Heights Pre-School Centre

The Heights Pre-School provides a learning environment for children that is warm, nurturing, fun and stimulating. It will be safe, healthy and well supervised. Our centre recognises the benefits of providing holistic learning experiences for our children in a caring, enriching environment supported by skilled, knowledgeable and passionate Educators who value families and the community.

We believe that;

Children

- All children are competent and capable young learners who learn through purposeful play, fostering self-esteem, imagination, curiosity and experimentation
- It is essential to have an awareness and appreciation of the special vulnerability of each child, we recognise their age and stage of development and allow them to learn at their own pace
- Children are active learners who have interests and skills that we can build upon through our educational program, promoting physical, social, emotional and cognitive development, while responding to each child's individual needs.

The term Pedagogy refers to the holistic nature of early childhood educators' professional practice (especially those aspects that involve building and nurturing relationships) curriculum decision making, teaching and learning. When educators establish respectful and caring relationships with children and families, they are able to work together to construct curriculum and learning experiences relevant to children in their local context. These experiences gradually expand children's knowledge and understanding of the world.

Curriculum

- Our curriculum is reflective of The Early Years Learning Framework and is guided by learning outcomes that encourages independence, hands-on learning where children can choose to explore their environment and their stages of play.
- Our curriculum allows children to feel safe and supported, develop a sense of belonging, resilient, become confident learners, respond to diversity, engage in their own learning and build friendships.
- John Dewey's theory that educators observe and document in depth in order to plan children's interests, needs, abilities and knowledge so they can guide children's learning and engage their minds.

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Educators

- As educators we form attachments with children and foster positive relationships with their families. Open, honest and positive communication promotes a harmonious environment and fosters active partnerships between children, families and educators.
- Our environment is an inclusive environment, we recognize the unique contribution each child and their family bring to the richness of a diverse community and society.
- The professional contribution of each individual educator is valued and supported.
- Educators will be encouraged to explore areas of interest to further their knowledge and skills in order for them to be up-to-date with current practices and legislation
- Acknowledging educators strengths, talents, experiences, skills and interests give them the confidence to contribute to the program.
- Inclusive of all educators with religious and cultural backgrounds
- Reflective practice gives educators the opportunity to develop a critical understanding of their own practice, and continually develop the necessary skills, knowledge and approaches to achieve the best outcomes for children.

Community

- Involving the community in various aspects contributes to each child's learning process and development. Experiences and participation in the community contribute to children's belonging, being and becoming.
- Providing opportunities for children to engage with the community is important and influential and builds on children's interests and relationships.
- Building strong connections with inclusion support agencies to support educators, children and their families

Sustainable practices

- Young children represent the first of the future generations which makes it important for us, as educators to assist children in recognizing the significance of caring for and protecting their environment.
- That providing valuable experiences that encourage sustainability.
- In promoting sustainable practices in everyday learning. Educators, children and parents work together to show respect, care and appreciation for the natural environment.

The Heights Pre-School Centre has a commitment to continuous improvement and maintains a culture of ongoing reflection and self-review. Effective evaluation and self-review enables our service to continuously improve our policies, procedures and practices.

We aim to provide and maintain the highest standards of care and education

Policy Source Acknowledgements

- Theorists: Reggio Emilia, Jean Piaget, Erick Erickson, John Dewey
- Consultation with Management, Educators and Families
- Early Years Framework
- National Quality Standards
- National law and Regulations
- Reviewed may 2022 Next review date: Annually

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