



## Modbury Preschool – Statement of Philosophy

At Modbury Preschool, we embrace holistic approaches to learning and development, recognising the whole child, their individual strengths, wealth of knowledge, desire for learning and anticipation to be seen and appreciated for who they are. The foundation for lifelong learning is established in the early years of a child's life. We value children as curious, independent, capable, and competent learners who question and investigate their world through play, while developing their learning identity.

We are privileged to gather as a learning community on Kurna Land. Our learning environment enables children to co-construct their learning through involvement in authentic experiences embracing the cultural interests of our families, local communities and Aboriginal and Torres Strait Islander people.

We recognise that children with high levels of well-being and a sense of security are ready to learn and engage with others. Our learning environment, both indoors and outdoors, is a third teacher, which we intentionally design to be welcoming, challenging, engaging and filled with opportunities that spark children's curiosity and foster their sense of discovery as part of our learning community. We give careful attention to ensuring these environments are inviting and aesthetically pleasing, creating spaces for collaboration in home-like environments to support transitions between preschool and home.

We are guided by the principles, practices and learning outcomes of The Early Year Learning Framework for Australia, Belonging, Being and Becoming, and the National Quality Framework. We incorporate the Keeping Safe: Children Protection Curriculum, Indicators of Preschool Literacy and Numeracy as well as science, technology, engineering, art and mathematics (STEAM). The curriculum is implemented through intentional teaching moments and play-based experiences in conjunction with an inquiry approach. The planning cycle informs the curriculum through regular collaborative reflection and analysis of children's engagement, interests, dispositions and abilities. Family and child input is sought and valued as part of this process.

We seek to facilitate an environment where children:

- Feel a strong sense of self and cultural identity
- Are valued, confident and feel a sense of belonging
- Develop positive and respectful relationships with their peers, educators and the environment
- Take responsibility for their health, physical and emotional well-being, and the natural world
- Develop a range of skills and processes necessary for life including inquiry, investigation, critical thinking, persistence and resilience which includes risk-taking
- Communicate in multiple ways for a range of purposes

As educators at Modbury Preschool we:

- Respect and respond to children in a caring, positive and thoughtful manner
- Provide a challenging and inclusive environment
- Work in partnerships with families, the community and relevant professionals to share knowledge and engage in collaborative decision-making
- Regularly reflect on our practice and participate in ongoing professional training and development
- Work collaboratively, embracing each other's knowledge, skills and strengths
- Are open to new ideas and challenges
- Have high expectations for ourselves and the children





### **Vision Statement**

Children are curious, independent and knowledgeable learners who investigate their world. Authentic relationships nurture children's sense of belonging and combined with high-quality learning environments, enable children to engage in play-based experiences. This strengthens their dispositions for learning, extending their understanding of themselves and their world.

### **Mission Statement**

Educators at Modbury Preschool are committed to enhancing children's understanding of the world around them and their sense of self and learning identity so that they can become compassionate, reflective and fulfilled individuals.

