

Our Philosophy

Becoming

Being

Belonging

<p>For children to feel a sense of Belonging:</p> <ul style="list-style-type: none"> • we will build trusting and reciprocal relationships between children and educators that are inclusive for all. • we will ensure children feel safe, secure, supported and respected for who they are by valuing their culture, heritage, backgrounds and traditions within the context of their community. 	<p>Children will feel a sense of Being:</p> <ul style="list-style-type: none"> • through experiences that support their learning and individual needs at this moment in time. • when they have opportunities to make choices to be successful, whilst engaging in an open-ended, child-led and play-based learning environment. 	<p>Children will develop a sense of Becoming:</p> <ul style="list-style-type: none"> • through social and emotional learning, leading them to become resilient, confident and independent life-long learners who are willing to take risks in learning and in life. • when we encourage and promote independence and positive social abilities, through all learning experiences. • when we use a holistic approach and by encouraging the whole child to reach their potential using authentic experiences based on their interests and across a diverse curriculum.
<p>We encourage Belonging:</p> <ul style="list-style-type: none"> • through having open and honest communication in a trusting, secure and supportive environment to help foster a positive relationship with educators. • by making time for every family, acknowledging their cultural and linguistic diversity and sharing the adventures of their child's day. 	<p>We encourage Being:</p> <ul style="list-style-type: none"> • through building authentic relationships where families expertise, including their beliefs and culture are respected. • by enabling families to share in decision making about their child's learning and wellbeing, and feel supported in extending this in the home environment. • by families feeling valued through sharing and maintaining communication about their child's learning and forming a reciprocal relationship together. 	<p>We encourage Becoming:</p> <ul style="list-style-type: none"> • so families feel a strong sense of community during the transition of stepping out of 'the family' and into 'the community' including all aspects of the Preschool itself. • so that families feel confident and empowered to make decisions for their child's future education, as a result of their positive preschool experience.
<p>Educators encourage Belonging:</p> <ul style="list-style-type: none"> • by having trusting, supportive and respectful relationships with colleagues, allowing for quality engagements and environments for childrens' learning. • as they are part of the greater school community within the needs and realistic boundaries of the children, including Departmental expectations. • through maintaining quality open-ended interactions that promote sustained shared thinking, show respectful and meaningful engagement with all. 	<p>Educators encourage Being:</p> <ul style="list-style-type: none"> • when the team is able to collaborate, where each person has an opportunity to voice their opinion, whilst given the respect and support to do so. • as a team, where we reflect on our methods of teaching in order to ensure best practice is provided for the children's learning. As well as consistently reflecting on meeting the best outcomes for each child. • by providing equity for all stakeholders, and co-operating with other professionals and agencies when accessing external support to promote quality learning and development for children. • by providing a quality educational program based on authentic assessment of and for learning, intentional teaching, and is child based and child initiated. 	<p>Educators encourage Becoming:</p> <ul style="list-style-type: none"> • when working in a collaborative space where improvements are consistently made in our teaching and learning methods, stimulating authentic and reflective practice. • by proactively seeking opportunities for professional growth through developing performance goals, and maintaining currency with professional learning.

At Sarah Redfern PS Preschool we ensure that what we do is meaningful, purposeful and is done with thoughtful consideration and ongoing reflection and evaluation. We teach the children, and equip them with knowledge and skills, both incidentally and intentionally, because that is how young children learn.