



East Maitland  
PRESCHOOL

# Philosophy

# Place

Our place is your place, a place for us to feel connected, safe and accepted. A place of beauty and wonder, warmth and connection, learning and reflection, listening and expression. A place for being, growing, journeying, and questioning alongside nature and others. A place to build relationships. A place to create community in community. A place to value early years educators and the strengths, knowledge and skills that they bring to early childhood education.

We acknowledge the traditional custodians of our land, the Wonnarua people and are committed to a path towards reconciliation. We are dedicated to quality outcomes for children and committed to lifelong learning.



# Voice

We value every individual and acknowledge that having a voice looks like listening, creative expression, collaboration, sharing knowledge and opinion. Having the freedom to express inspires individuals to feel empowered, share knowledge and perspective . Having a voice opens space to share identity, diversity, and culture. Sharing voice enables connection, enhances security and feelings of belonging. As our practice evolves, we reflect on ways we can be responsible for working to ensure everyone has meaningful opportunities to participate. We continue to be mindful about the ways we can advocate for rights and voices, of children, families, educators and community.



# Knowledge

Knowledge is within us, around us and held within our environment, past and present. Knowledge about self, others and our world propelling us into new ways of knowing. We believe it is shared in many ways and comes in many forms. Knowledge is passed down through our being, stories, culture and environment. Knowledge grows and changes through play, reflections, listening, questioning and collaboration. Deeper knowledge grows through our teaching, learning, our research and documentation. We value open-ended resources, risky play and autonomy as we know that children are empowered to build deeper knowledge in these contexts of learning. Our curriculum supports children's growth, thinking and theories, through play, inquiry and intentional decision making.



# Play

Play is a context for learning through which children engage in, and interact with, the world around them. It is child-led, authentic, open-ended, and supports all children to be creative, autonomous, independent, collaborative, and curious. Play nurtures imagination, awareness, relationships and learning, all of which are critical to wellbeing, thinking and growth in the early years. Play affords children moments in time, where they can experience that sense of wonder, that happens through new discoveries. A conduit to discovery and connection, play enables individuals to see their own learning potential and explore endless possibilities. Play fuels reflective thinking and challenges children and educators to push the boundaries of knowledge.

Play happens here!



# Connection

Strong connections enhance and nurture our wellbeing, our feelings of happiness, love and kindness, and our ability to care, respect ourselves and others. Connecting embodies relationships between children, families, educators, and the environment. Connecting to stories of self and stories of others builds on our sense of identity and enables a deeper understanding of our world and each other. Through building connections with people and places we build belonging, safety and security. We are nature, connecting with the environment attunes us to our own instinct as well as living beings and natural resources. Being in nature and our living environment supports children to build relationships and connection. This opens space for children to care for and learn about caring for country, story and living things.

