



## 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, passionate Educators who value families and the community.

We believe that.....

#### **Children**

- Children's safety and well-being are our main priority. We are committed to providing a child safe environment through our policies, practices and routines, which are guided by the Child Safe Standards, National Model Code and Guidelines and National Law and National Regulations and Active Supervision in 6 steps
- Supporting children and families with additional needs.
- 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 with 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 needs.

#### **Family**

- We are a family operated centre and aim to build genuine and trusting partnerships with our families.
- We welcome all families and are inclusive of all family demographics.
- Families are their child's first and foremost teachers and know their child best, as educators we will work together and collaborate with them to ensure the best possible outcomes for their child.
- Families are always welcome and encouraged to be a part of our centre and educational program.

#### **Curriculum**

- Our curriculum is reflective of The Early years Learning Framework and is guided by learning outcomes that encourage 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 and resilience, become confident learners, respond to diversity, engage in their learning, and build friendships.
- Dewey's theory is that educators observe and document in depth 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.
- Educators adhere to the Code of Ethics and act in the best interests of children to ensure that every child is thriving and learning
- When educators establish respectful and caring relationships with children and families, they can 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.
- Our environment is inclusive; we recognise the unique contribution each child and their family bring to the richness of a diverse community and society.
- The professional contribution of each educator is valued and supported.
- Educators will be encouraged to explore areas of interest to further their knowledge and skills for them to be up to date with current practices and legislation.
- Acknowledging educator's 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 allows educators to develop a critical understanding of their 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. Experience 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.
- Providing valuable experiences that encourage sustainability.
- 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 commits to continuous improvement and maintains a culture of ongoing reflection and self-review. Effective evaluation and self-review enable 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

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- Code of Ethics
- Office of Children's Guardian

Reviewed August 2025 Next review date: Annually

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