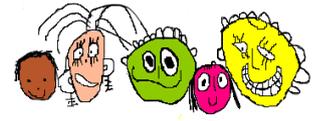


Hamilton Community Pre-School

"Where discoveries, learning and fun connect"



Information Sheets for Parents:

Philosophy

National Quality Standard – Quality Area 7

Element 7.1.1 – Service philosophy and purpose. A statement of philosophy guides all aspects of the service's operations.

What is a Philosophy:

A statement of philosophy reflects the beliefs and values of those who are associated with the Pre-School. A written statement of philosophy outlines the purpose and principles under which the service operates. It also reflects the guiding principles of the National Quality Framework (section 3(3) of the National Law), and the Approved Learning Frameworks (Element 1.1.1).

It also underpins the Pre-School's policies and procedures, and guide all aspects of our operations and practices. All early childhood services are required to have a current statement of philosophy in place which is reviewed on a regular basis.

Why is having a Philosophy Important?

It guides how the children's day is, how their learning is valued and how educators, children and families build relationships. It also inspires the environment, type of resources and experiences the Pre-School uses.

Hamilton Community Pre-School's philosophy highlights and reflects the following principles and practices:

- The rights and best interests of the child underpin all practice. Their safety, health and wellbeing are paramount. Each is respected without discrimination or bias, and has a voice.
- Children are viewed as successful, competent and capable learners who are given opportunities to construct their own understandings, contribute to the learning of others, and participate in decisions that affect them.
- Equity, inclusion and diversity are embedded in practice. Children are given every opportunity to succeed and their diverse circumstances, cultural background and abilities are respected and valued.
- Collaborative partnerships in the community are developed and maintained.
- Australia's Aboriginal and Torres Strait Islander cultures are acknowledged, respected and valued.
- The child in the context of their family is valued. Trusting, supportive relationships and collaborative partnerships are developed and maintained with families.

- Management, team members and educators are dedicated to quality outcomes for children. They are professional, committed to lifelong learning, skilled, knowledgeable, reflective and collaborative.
- Continuous improvement, best practice and quality outcomes underpin practice. Current research, theories and understandings are considered and applied in the context of the uniqueness of the service, through a process of ongoing critical reflection.
- Children are supported to become environmentally responsible which is embedded in practice, program and policies.

Educators also have their own personal teaching philosophy which are summations of our individual teaching strategies, beliefs, and practices, along with concrete examples of the ways those beliefs materialise in the learning environment, teaching style, curriculum development, and more. In other words, a personal teaching philosophy is part of what makes educators unique. It is both educators “why” AND “how.”