



**North East Regional
Pre School Association**

OUR PHILOSOPHY



Play, Joy, and Curiosity

Nurturing our children's joy and curiosity through child led play, we recognise that play facilitates growth, understanding, and development. Through knowing each child, educators set up a child focused stimulating program and environment. Through listening to each child, the day's plan often deviates to new and exciting territories reflecting the needs and requirements of the children.

Belonging and Identity

With a sense of belonging, children feel safe to take a step into the unknown, to try new things, to make mistakes, and to learn and grow. A sense of belonging allows children develop a sense of self, foster independence, and enhance social and emotional skills which support and shape future experiences.

Our mixed age setting means children often spend years with the same educators and children around them. This results in strong relationships!

Kindness, nurture, independence, imaginations, respect, curiosity wellbeing, are foundations of a co-created environment that supports each child's developing identity. Each child is listened to and responded to with respect, honouring the child's agency.

Ongoing, child-focused secure relationships with educators provide children with a lasting platform of resilience.

For the Future

Foundations formed now provide a platform for the future.

We actively encourage healthy bodies and minds. Healthy eating, gratitude, mindfulness, yoga, and physical activity are practiced and prioritised.

Caring for our natural world gives our children the best future possible.

Environmental sustainability is embedded within all childcare and kinder practises, including but not limited to our Nature Programs, gardening with children, worm farm and composting, upcycling unwanted products for arts, purchasing choices, and encouraging families to provide their children with 'nude food'.

We recognise that Aboriginal people have lived here for many thousands of years, working together to care for our Country. Respect for Aboriginal knowledge, culture, and customs is genuine, and while we cannot replicate the learning that was passed through generations for thousands of years, we acknowledge Aboriginal and Torres Strait Islanders and share respect and our understanding as best we can. We recognise grave injustices that Aboriginal and Torres Strait Island people have experienced since colonisation.

Our Community

We are the result of a proactive community, and we are sustained by an involved community. We spend much time at our local schools, connecting with the school children and outdoor spaces. The local community recognise us as we walk through Whitfield wearing our hi-vis vests!

Together the children, families, committee, local community, and educators create an inclusive culture that provides a learning environment to support and honour each child. We are a respect-filled collaboration of sharing between children, families, and educators.

Working from a foundation of respect, educators are proactive in responding to concerns in accordance with mandatory reporting obligations.

Nature time – a rich, yet simple, gift.

Spending time in nature, we flourish.

‘Pat the lizard, just it’s back and tail, not its head’. An onlooker would see a stick held lovingly, the middle of a group of children. To us, the world is alive and full of potential.

When nature provides the resources, Imaginations bloom. We communicate so that our friends can join our magical world, and we negotiate to co-create a game where our creativity provides endless possibilities.

With our senses reaching to the horizon, we are calm and wellbeing is nurtured. We can go slow. Our senses spark our curiosity, and we learn about the natural world through watching, exploring, asking, listening. Our learning is holistic, real and unhurried; we want to discover more.

Collaborating, we have autonomy and independence. We are trusted; we have earned that trust. We help each other and solve our own problems. Working together, we are aware of risks. We take risks, safe risks. We are learning what is safe and how to make choices that are right for us and the group. Sometimes we get a bump or a scratch. It’s a bit sore, but it’s OK; our resilience grows.

We notice our bodies; sometimes they want to climb high, to run, to jump. Sometimes we sit still, watch, listen to birds; we might draw, whittle wood, watch the water. We notice what our bodies and minds want, and we support them.

We are children and we are educators, sustained as we work with intention, awareness and respect, appreciating our time in nature.

Unhurried time in nature; what a basic concept, what a deep experience!