



Gunnedah Preschool

# PHILOSOPHY

The staff at Gunnedah Preschool acknowledge and pay our respects to the Gamilaraay people - the traditional custodians of this land on which we gather to teach.

We pay our respects to Elders - past, present and emerging.

Gunnedah Preschool offers quality education and care through a nurturing and play-based, child centred program. We believe that social interactions shape children and their learning, recognising the power of wider learning circles – personal experiences, values and beliefs. We value and celebrate diversity, with a special focus on Aboriginal and Torres Strait Islander perspective.

Gunnedah Preschool is led by the 'Belonging, Being and Becoming: The Early Years Learning Framework' and the 'National Quality Framework'. We believe in the importance of teaching and engaging children through their interests. We seek to challenge children's abilities and focus on set individual and group goals guided by a developmental checklist.

Goals and Interests are programmed for through the following focuses:

- **Munch and Move** activities surrounding healthy eating and exercise, taking care of our bodies.
- **Sustainable practices** to provide care and respect of the present and future environment.
- **STEM** - Science, Technology, Engineering and Mathematic education
- **Literacy** activities developing pre-writing and pre-reading skills.
- **School Readiness** concepts such as phonological awareness through the Heggerty Program, self-help skills, emotional regulation, cognitive challenges and social skills.
- **Cooking** experiences.
- **Risky Play** challenges through gross and fine motor experiences.
- **Community** engagement and **cultural** inclusion.
- Expression and creativity through the **arts**.
- Excursions utilising our **school bus**.

On an end note... 'we ensure the children have had the best day possible, with lots of fun and enjoyment, and they go home dirty at the end of the day!'

## National Quality Standards

Quality Area 1 – Educational program and practice

Quality Area 2 – Children's health and safety

Quality Area 3 – Physical environment

Quality Area 4 – Staffing arrangements

Quality Area 5 – Relationships with children

Quality Area 6 – Collaborative partnerships with families and communities

Quality Area 7 – Governance and leadership

### 'Belonging, Being and Becoming: The Early Years Learning Framework'

Learning Outcome 1: Children have a strong sense of identity

Learning Outcome 2: Children are connected with and contribute to their world

Learning Outcome 3: Children have a strong sense of wellbeing

Learning Outcome 4: Children are confident and involved learners

Learning Outcome 5: Children are effective communicators