

# Our Philosophy

Ride Avenue Pre-School resides on Taungurung country as part of the Eastern Kulin nation. We as a Pre-School community respect the traditions and knowledge of Elders past, present and emerging and aspire to embed our evolving understanding of Indigenous culture.

At Ride Avenue Pre-School we believe each child to be competent, capable, and full of potential. We celebrate and value each unique child, recognising individual strengths, learning styles, capabilities, and their rights to quality education. We understand that each child has an innate desire to learn, exploring through trial and error, risk taking, natural consequence, experimentation, discovery, and the freedom of play.

We acknowledge that the families are the child's first and foremost influential teachers. We value the uniqueness of each family, the significance of their culture and the wealth of knowledge they have of their child. We encourage families to be active participants in their child's learning by welcoming open and reciprocal communication and striving to form partnerships to develop common learning goals based on shared expectations.

Our preschool community is inclusive of all cultures, welcoming families to share their own unique culture, celebrating their personal traditions with our children and engaging them in authentic experiences from around the world. We make connections with our community through a variety of rich, fun, and meaningful experiences, reaching out to local services and expertise and believe these opportunities not only enhance children's learning, but also fosters the child's awareness of belonging to the wider community.

Our environment is more than just a physical space, it is designed to engage, provoke, and inspire natural awe and wonderings and is ever changing. Our seamless flow of indoor and outdoor spaces offer child led play amongst natural elements including plants, trees, edible gardens, sand, rocks, mud, water, insects, resident wildlife and pets. Recognising the benefits for children's health and wellbeing, these spaces invite open ended interactions, spontaneity, risk taking, exploration, discovery, and connection with nature. Through our environment we aim to embed sustainable thinking and practices and guide our children to care for our natural world.

Our dedicated team of Educators are warm, caring, and responsive, nurturing children to reach their potential. As a team, we bring a diverse range of skills, values, knowledge, and perspectives with a strong commitment to ongoing professional development. We are advocates for the rights of children to learn in an environment where they feel safe, secure and supported. We conscientiously develop an understanding of each child and use this knowledge as a basis for our research, planning and development of emerging programs.

Our program is underpinned by our philosophy and informed by reflective practice, in collaboration with our children, families, educators and the community. We have an emergent curriculum which is designed to foster the holistic development of the child. Therefore, it is based on the interest of the children and aimed to scaffold their learning to meet the prescribed outcomes of the Victorian Early Years Learning and Development Framework; which are:

**Identity:** *Children have a strong sense of identity*    **Wellbeing:** *Children have a strong sense of wellbeing*

**Learning:** *Children are confident and involved learners*    **Communication:** *Children are effective communicators*

**Community:** *Children are connected with & contribute to their world*

Our play-based curriculum is constructed around project-based inquiry, utilizing activities that are child lead, building knowledge through a mix of intentional teaching and child directed learning. Our overall sentiment is to create a fun, warm, and welcoming atmosphere.