

Pearce Preschool Philosophy

We believe that all children are unique beings, bringing with them a wealth of knowledge and beliefs about the world and their place in it. Children are viewed as successful, capable, and involved learners who learn best when they have collaborative, and responsive relationships with their peers and educators. We are committed to providing positive outcomes for children with a social play- based program where families are welcomed, and their culture is acknowledged and respected. We work in close partnership with families to develop a strong learning community where we acknowledge and value children's achievements.

Through a play-based program we encourage learning and discovery that will foster and enrich each child's social, emotional, physical, intellectual, and creative abilities. We strive to empower children to be co-contributors in their own learning, by valuing their thoughts and ideas, which are reflected in the learning environment. Educators observe, collaborate, and reflect in a continuous cycle to develop learning experiences which cater for the interests, abilities, and developmental needs of the children.

We strive to provide early childhood education that is responsive to current best practice and the principles of the Early Years Learning Framework. The Guiding Principles of the National Quality Framework are referenced and used to drive ongoing improvements at Torrens Preschool as recorded on our Quality Improvement Plan.

Pearce Preschool Philosophy

We believe

- *All children are unique beings*
- *Acknowledgement of prior knowledge and experiences*
- *Children are viewed as successful, capable, involved learners*
- *They learn best with collaborative and responsive relationships*
- *Cultures are acknowledged and respected*
- *Close partnership with families*
- *Acknowledging and valuing children's achievements*
- *Social play- based program*
- *Enriching each child's social, emotional, physical, intellectual, and creative abilities*
- *Children are co-contributors to their own learning*
- *Observational, collaborative, and reflective practice in a continuous cycle to cater for the needs of the children*
- *Responsive to Early Years Learning Framework and National Quality Framework*
- *Ongoing Improvements outlined in Quality Improvement Plan*



The [Early Years Learning Framework](#)

[National Quality Framework](#)

