

Philosophy

We centre our **educational programme** around the **Early Years Learning Framework of Belonging, Being & Becoming**. We recognize that all **children** need to "**belong**", belonging to a **family**, belonging to a **culture &** belonging to a **community**. We recognise that in "**being**" children are very much concerned with the "**here & now**". We recognise that in "**becoming**" children are learning & growing at great speed throughout their **early years**.

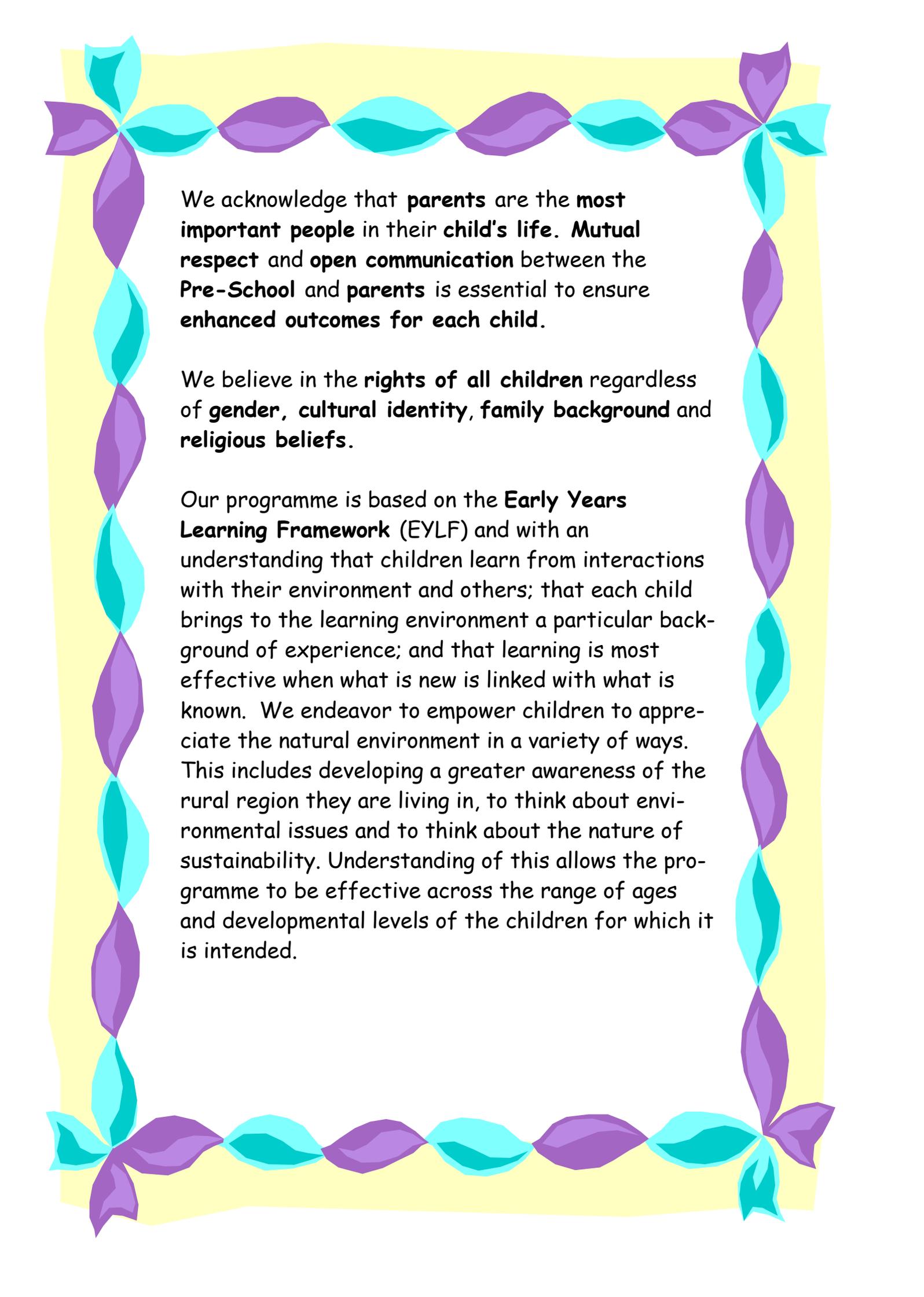
We recognise that all children **learn** at **individual rates** through **play, first hand experience, modelling** and **imitation**. At our Pre-School, each **child** is respected as a **unique person** with his or her own **needs, experiences, abilities** and **interests**.

We seek to **foster** and **extend the child's individual Potential, self esteem and empathy** towards others by planning for a secure, happy and stimulating environment offering developmentally appropriate experiences.

We strive to positively influence all aspects of the child's **physical, emotional, social, creative and cognitive development**.

We endeavour to **appoint staff** who **enjoy** working with both **children** and **their families**, who will be able to work together as a **team** and with the **management committee**. All staff employed will have relevant qualifications. Although our backgrounds may be varied we all share a passion for the importance of an Early Childhood Education.

We encourage staff & Committee training and provide **opportunities** to support this.



We acknowledge that **parents** are the **most important people** in their **child's life**. **Mutual respect** and **open communication** between the **Pre-School** and **parents** is essential to ensure **enhanced outcomes** for each child.

We believe in the **rights of all children** regardless of **gender**, **cultural identity**, **family background** and **religious beliefs**.

Our programme is based on the **Early Years Learning Framework (EYLF)** and with an understanding that children learn from interactions with their environment and others; that each child brings to the learning environment a particular background of experience; and that learning is most effective when what is new is linked with what is known. We endeavor to empower children to appreciate the natural environment in a variety of ways. This includes developing a greater awareness of the rural region they are living in, to think about environmental issues and to think about the nature of sustainability. Understanding of this allows the programme to be effective across the range of ages and developmental levels of the children for which it is intended.