

Our Philosophy



At Elanora Heights Community Preschool, our philosophy underpins everything we do.

We believe in acknowledging the original custodians of this land, the Guringai people, and all Aboriginal and Torres Strait Islander people in the community. We cherish the rich and meaningful history of Australia and work to uphold the intent of the traditional custodians, fostering an environment where children will experience the values and traditions of Indigenous culture. We celebrate the achievements of Aboriginal and Torres Strait Islanders and inherent in our practice is our focus on being welcoming and inclusive of the diversity of all our children and families.

We believe that each child, family and educator is beautifully unique and bring with them a wealth of knowledge and experience. We value and honour diversity and accept and celebrate differences in others. We believe each person and their family's values, culture, beliefs, abilities and language should be acknowledged, accepted and reflected in the preschool environment. We love to acknowledge and celebrate cultural diversity within our preschool, and value the opportunities that enable us to learn about different people, their beliefs and ways of being.

Our relationships with children and families are based on trust, respect and open communication, and central to our philosophy, face to face conversation is something that we value immensely. When these genuine, authentic and reciprocal relationships are established, our preschool becomes a welcoming, safe and inclusive place for children, families and teachers. This secure and warmly respectful environment supports children to explore, play freely and fosters their ability to become confident lifelong learners and leaders.

We believe in supporting and developing partnerships with families to share the education and care of their children. We encourage families to participate in the preschool community and strongly support and welcome their interest and involvement.

We believe in providing support and acceptance to positively promote children's, families' and educator's self esteem, confidence, personal growth and development. We believe in developing respectful relationships with children, families and staff through open and meaningful communication to build a community that enables children to develop a readiness for the transition to school and more importantly, a readiness for life.

We believe that learning and development is enhanced in an environment where children feel they belong. We seek to promote an excitement for learning by providing opportunities for children to experiment, explore, create, investigate, problem solve, discover and express their ideas in collaboration with other children and educators.

We believe in celebrating children's play, discoveries and learning through ongoing reflection and meaningful documentation. As a teaching team we are reflective, regularly reviewing our practice and our environments to provide rewarding and successful learning outcomes for children. We all share a passion for advocating for children's rights and inspiring young minds through our commitment and dedication to excellence in teaching. We believe life is a learning journey for all, and are committed to our own professional development and professional dialogue to continually improve on practice.

Philosophy Continued...

We encourage and support children to follow their interests and believe that play is an essential means for learning and development. We value the idea of allowing children to “just be” and recognise the importance of providing fun, exciting, spontaneous, hands-on, stimulating, comforting and challenging learning through play.

We understand that children learn most effectively within an unhurried environment with meaningful, authentic experiences, and encourage and support children to make their own decisions and choices to actively develop positive problem solving skills in a play-based learning environment.

We believe in providing children with opportunities to discover and learn about themselves, others and the environment in an atmosphere that encourages friendly, harmonious and meaningful relationships.

We follow the Early Years Learning Framework (EYLF) and our programming and planning is hugely influenced by inquiry based learning, the arts, as well as nature based education. We value the environment as an important third teacher and recognise that in nature the possibilities for children to learn and grow has no limits.

We believe that children are capable, resourceful and valued members of the community and encourage them to develop a sense of wonder, belonging to and love of the land, nature and animals. This, we believe is critical for young children to develop lifelong respectful, positive and proactive attitudes to our environment to ensure a sustainable future.

We believe in giving children uninterrupted time to play outdoors every day, enabling them to feel the grass beneath their feet, the sun on their face, to breathe fresh air and to experience the natural changes of the seasons. We believe this is essential to everyone's wellbeing and development.



Our preschool provides a safe, nurturing and fun environment that allows children to develop skills and knowledge that will support them in being capable, confident and competent lifelong learners.

We utilise our wider community regularly in our teachings and encourage and promote a respect for each other, our environment and our resources. Our teaching team sensitively scaffold and role-model these expectations and encourage and support children to interact peacefully and collaboratively by taking care of each other, expressing empathy for others and actively identifying bias and promoting social justice.

We believe in providing an environment that values children, respects their rights and gives them love. We believe in educating, nurturing and protecting children to reach their full potential.

