



Tenterfield Preschool Kindergarten Philosophy

We acknowledge the traditional custodians of the land, we are grateful for the Ngarabal Country and promise to care for the land, water and animals on which we learn and play.

We pay our respects to all elders, past and present, of all Aboriginal and Torres Strait Islanders.

At Tenterfield Preschool we are mindful to develop meaningful connections with children, families, each other, and the community as we establish our sense of belonging. Our Preschool was established in 1958 when parents and the local community saw the need to create a service to educate and care for their children, a PMC was then developed to oversee the Governance of the Preschool. We show respect and appreciation by continuing to strengthen our foundations in the Tenterfield community and strive to build a community that values every child and that respects their rights to feel safe and supported as they prepare for their transition to school and, more importantly, supports their readiness for life.

We respect the rights of children, recognise them as individuals and believe children are social capable learners. We encourage children to follow their interests, explore, discover, experiment, create, investigate problem solve, develop their independence and sense of self identity, influence their world, think critically, express their ideas and opinions, take and balance risks though play. We believe children have the right to simply “be” and to learn in a way that suits their development and unique learning style.

Our weekly curriculum plan is guided by the EYLF, current research, theories and understandings are implemented, and critical reflection is practiced as a commitment to lifelong and ongoing learning.

Educators and leaders model attitudes and behaviours that demonstrate our Commitment to Child Safety. We believe it is our responsibility to embed child safe practices and use this to perform our duties. By implementing the 10 child safe standards and abiding by our well established policies, procedures and practices we have developed a resilient Child Safe environment which is reflected in our Commitment to Child Safety statement.

Children learn best within an inclusive environment with secure relationships, those with their families, friends, cultural group and community using our uniqueness and diversity as our strengths. Experienced educators work in partnership with families to develop open and trusting reciprocal relationships and communicate to co-construct learning through surveys, daily verbal conversations, and via Storypark. Educators are mindful to develop quality documentation and reflect what is best for children and why when implementing play spaces and experiences to offer holistic inspiring learning through play. We understand that play based learning should be fun, hands on, challenging, messy, spontaneous whilst offering a balance for the need of stimulation and moments of calm throughout their day.

Our service respect children, family and educators’ cultures, language, family dynamic, and potential. We believe it is our responsibility to advocate on behalf of children, support families, and educators embracing cultural celebrations and actively engaging in partnerships with community to maintain a sense of belonging, connection to the land and pride in our shared history and cultures. We embed our Reconciliation action plan in daily practices in the classroom, within the preschool and in our community.

Children have the right to come into a world that is respected and sustainable. By investing in sustainable practices promoting recycling by reducing and repurposing resources, we provide an environment for children to have a strong connection with their planet. We provide opportunities to explore to nature, the rhythms of our seasons and engage in their natural environment, the feel of grass, the sun on our skin, the fresh air we breathe, are essential for everyone’s development and wellbeing, as well as for the future of our planet.