



**Carey**  
Baptist  
College  
Harrisdale

## Early Years Philosophy

### Early Years Beliefs

#### We believe:

- Our Vision is to set the standard for educational excellence in Australia, as an institution whose ethos and practice is based upon Christian precepts.
- Our Values are: Honesty, Respect, Responsibility, Service, Self Discipline, Compassion and Perseverance
- We believe the purpose of education is to prepare children for life, which encompasses the whole child.

#### *Biblical references:*

Colossians 1:16 For in him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things have been created through him and for him.

Matthew 28: 18-19 Then Jesus came to them and said, "All authority in heaven and on earth has been given to me.<sup>19</sup> Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit

### Children

#### We believe:

- Children are created by God to be individual and unique.
- Children learn at their own rate through a variety of learning styles.
- Children are naturally curious, capable and resourceful learners who are active contributors to their own learning.
- Children learn best when provided with a safe and secure physical, spiritual and emotional environment.

*Supporting Theories:* Developmental, Socio-Cultural

#### *Biblical references:*

Genesis 1:27-28 So God created mankind in his own image, in the image of God he created them; male and female he created them. God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground."

Psalms 139:13 For you created my inmost being; you knit me together in my mother's womb.

#### Therefore we:

- Implement a holistic and inclusive approach to positively support children's growth of identity and self-esteem.
- Encourage each child to reach their full potential in accordance with their individual ability.
- Promote each child's confidence and positive self-image through a range of experiences and opportunities that build upon their understandings, skills, values and interests.
- Foster the natural enthusiasm and curiosity of young children and encourage them to be life long learners.
- Promote secure attachments and warm trusting relationships and interactions

## Families

### We believe:

- Parents are partners in the development of the whole child.
- Trust, respect and collaboration form the basis for strong partnerships between families and staff.
- Family involvement enhances children's development and learning which enriches the early learning programme.
- The diverse cultures and customs of families are to be respected and valued.

*Supporting Theories:* Socio-Cultural

### *Biblical reference:*

Proverbs 1:8-9 Listen, my son, to your father's instruction and do not forsake your mother's teaching. They are a garland to grace your head and a chain to adorn your neck.

### Therefore we:

- Have open channels of communication with families so that they are aware of what is happening in the classroom. This includes Student History Forms, discussions, information evenings, Learning Journeys, newsletters and formal forms of reporting.
- Encourage parents to communicate with staff any relevant information that can impact their child's learning, such as languages spoken at home, changes in family circumstances and health issues.
- Support parents and children by recommending courses, seminars and referrals to outside organisations and services, including the Church.
- Recognise the significance of the transition between home and school, through the 'Get Ready, Get Set' seminars, orientation and staggered start at the commencement of Kindergarten.
- Encourage and welcome family involvement is encouraged and welcomed in the early years classrooms.
- Encourage families to engage in meaningful participation to share their cultures and customs with the children.

## Community

### We believe:

- There is value in all cultures within the community, including Australia's indigenous cultures and history.
- That students should be encouraged to develop a social conscience and be of service to others and that it is important for children to be a part of the wider community.
- Children learn best when their learning is connected to the context of their family and the community.

*Supporting Theories:* Critical, Socio-Cultural

### *Biblical references:*

Galatians 5:13-14 You, my brothers and sisters, were called to be free. But do not use your freedom to indulge the flesh; rather, serve one another humbly in love. For the entire law is fulfilled in keeping this one command: "Love your neighbour as yourself."

Isaiah 1:17 Learn to do right; seek justice. Defend the oppressed. Take up the cause of the fatherless; plead the case of the widow.

Colossians 3:12 Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience.

**Therefore we:**

- Provide an environment that reflects our multicultural community and ethnic diversity, including Aboriginal culture.
- Have a school wide Multicultural Day which exposes students to and celebrates various cultures.
  
- Encourage students to be considerate of others, including school-wide 'Community Service' projects.
- Expose and raise awareness in our students of those less fortunate than us in the local and wider community.
- Seek ways to link the curriculum with children's families, culture and community.

**Learning****We believe:**

- In the impact of emotional well-being on cognitive learning.
- Children are active learners who learn best through a play-based curriculum.
- The curriculum should encourage students' natural dispositions for learning and be inclusive of a variety of learning styles.
- Children develop and learn at their own rate.
- Children learn and retain new knowledge when they can make connections in their learning across domains and learning areas.
- Children can develop confidence and positive self-esteem through a supportive and secure environment.
- In the value of reflective practice as part of the teaching and learning cycle.

*Supporting Theories:* Behaviourist, Developmental, Socio-Cultural

***Biblical references:***

Proverbs 2:6 For the LORD gives wisdom; from his mouth come knowledge and understanding.

Deuteronomy 6:6-9 These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the doorframes of your houses and on your gates.

Psalms 65:8 The whole earth is filled with awe at your wonders; where morning dawns, where evening fades, you call forth songs of joy.

**Therefore we:**

- Endeavour to have supportive and nurturing relationships with both the students and their families, through consistency in staffing, routines and boundaries.
- Establish an emotionally supportive environment by building relationships and secure attachments with students through the teaching and modelling of healthy social and emotional skills, positive reinforcement, and respectful consequences.
- Implement a program based upon the principles outlined in the Australian Curriculum and the National Early Years Learning Framework (EYLF) – 'Belonging, Being & Becoming'.
- Facilitate an integrated learning programme using discovery and hands-on experiences that inspires wonder at God's world and His love.
- Aim to foster the natural enthusiasm and curiosity of young children and encourage them to be life-long learners.
- In consideration of students' various dispositions for and styles of learning, we provide a diverse range of experiences. This includes intentional, explorative play-based learning centres, whole group, small group and individual learning and the use of explicit teaching for foundational literacy and numeracy skills.
- Use both the indoor and outdoor environment to encourage the children's ability to observe, perceive, explore, investigate, imagine, make choices and problem solve.
- We provide a differentiated curriculum to cater for the learning needs of individual students.

- Gather information and gain insights that support, inform and enrich decision-making about children's learning.

## **Staff**

### **We believe:**

- That each staff member brings fundamental, personal qualities to the centre environment such as empathy, respect, warmth and a passion for learning.
- In the importance of creating an environment of collegiality where personal and professional contributions are valued, communication is open and confidentiality is maintained.
- In the value of reflective practice as a form of ongoing professional learning.

*Supporting Theories:* Socio-Cultural

### **Therefore we:**

- Provide opportunities for staff to share in decision-making and to obtain feedback through regular team meetings.
- Provide ongoing professional development for staff.
- Examine what happens in our early childhood setting and reflect on what we might change.
- Encourage Early Childhood and work experience students to take part in our programme.

From this philosophy we have developed many policies, which provide guidelines for the operation of our centre. Policy review and development is ongoing.