

Early Childhood Philosophy

This statement has been compiled by our K-2 team and reflects everyone's values, beliefs and principles.

At Swanbourne Primary School, we come together as a **collaborative team** of early childhood educators and passionately share and express our beliefs. We feel our school is not just a place for students to learn; it is a place where staff are united in their actions, so students develop **confidence** and have the **capacity to learn** and **share their ideas**, having choices in the direction of their learning (**agency**).

We highly value the importance of all children being fully **engaged** in the learning experiences they engage in and explore. As early childhood educators, we believe this can be achieved by fostering a sense of **playfulness, curiosity and joy** throughout the day. We want to hear students say that **learning is fun** and that they **love being at school**. We understand that, for this to happen, the environments we create must be **inclusive, supportive and respectful**, allowing students to **develop skills, make mistakes and take 'safe risks' without judgement**.

As early childhood educators, we have a strong desire for our students to have a **love of life-long learning**. From Kindergarten to Year 2, we create rich learning environments that are **authentic and connected to real life situations**. We action life-long learning ourselves by continually reflecting on our practice, making sure we deliver a **balanced, wholistic, evidence-based curriculum** following **Department of Education curriculum and guidelines**, and delivering outcomes that excel standards for our phase of learning stages.

Our classrooms and playgrounds are **safe and supportive learning and play environments**, where **positive relationships** can be seen and felt; continually growing and developing.

Because of this commitment, our students feel that they **belong** to a strong school community. Our educators believe in a parents-as-partners approach, acknowledging that learning outcomes are more likely to be achieved if we develop and maintain **positive relationships and work in partnership with families**.

We want our students to feel they can approach their teachers about anything and everything, knowing their **voices** will be heard.

