



# Evans Head Pre-School Association Inc.

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*Together we make the world a better place.*

## Student and Volunteer Handbook

### **Evans Head Pre-School**

1 Beech Street

Evans Head NSW 2473

Phone 6682 5235

### **Woodburn/Evans Head Pre-School**

Woodburn Street

Woodburn NSW 2472

Phone 6682 2993

## Introduction

Welcome to the Evans Head Pre-School and Woodburn/Evans Head Pre-School and thank you for volunteering or doing your student placement with us. Volunteers and students play a vital role in assisting the preschool team to provide an exciting and diverse pedagogical space for the children who attend. This handbook is designed to give you the information you will need to assist you while you are at the preschool and hopefully answer some questions you may have. Please talk to the director if you have any further questions that are unanswered by this handbook. We hope that this is the start of a rewarding association for us all.

When you arrive at the preschool each day, please let the director know you are here and **sign the visitor timesheets**. The Director will be able to inform you of your duties and responsibilities for the day. Please be respectful of the rights of the children and introduce yourself to them. Ensure you have a thorough understanding of the philosophical perspectives and vision of the preschool. The philosophy and vision are attached to this handbook. The Director will be able to point you to other sources of information within the centre to help you enrich and deepen your understanding of the pedagogy of the preschool. Listening to and observing the other educators will also assist you.

### **Rights and Responsibilities of Volunteers and Students**

Both volunteers and students, and the organisations they work with have rights and responsibilities. Volunteers and students are engaged to perform a specific job and the preschool agrees to provide the volunteer or student with a worthwhile and rewarding experience. In return, each has the right to some basic expectations of the other. Students will also have expectations of their performance from their educational institution. The student's educational placement institution will have guidelines on student's rights, responsibilities, conduct and behaviour that need to be observed.

#### ***Volunteers and students have the right to:***

- Be treated as co-workers. This includes job descriptions, Equal Employment Opportunity, Workplace Health and Safety, anti-discrimination legislation and organisational grievance processes.
- Be asked for their permission before any job-related reference, police or other checks are conducted.
- Know the purpose and "ground rules" of the preschool.
- Appropriate orientation and training for the job.
- Be kept informed of organisational changes and the reasons for the changes.
- A place to work and suitable tools for the job.
- Reimbursement of agreed expenses.
- Be heard and make suggestions.
- Personal Accident Insurance
- A verbal reference or statement of service, if appropriate.

**Organisations have the right to:**

- Receive as much effort and service from a volunteer or student as a paid worker, even on a short-term basis.
- Expect volunteers and students to adhere to their job descriptions/outlines and the organisation's code of practice.
- Expect volunteers and students to undertake training provided for them and observe safety rules.
- Make the decision regarding the best placement of a volunteer or student.
- Express opinions about poor volunteer or student effort in a diplomatic way.
- Expect loyalty to the organisation and only accept constructive criticism.
- Expect clear and open communication from the volunteer or student.
- Negotiate work assignments.

Source: The NSW Centre for Volunteering ([www.volunteering.com.au](http://www.volunteering.com.au)).

At the Evans Head Pre-School and Woodburn/Evans Head Pre-School, students and volunteers are considered to be vital members of the preschool team.

We believe that:

*An education and care service operates most effectively when there is open communication and information is shared. Effective communication and problem solving between the adults in the service also models successful working relationships for children.*

*Teamwork and collaboration, where others' viewpoints are respected and contributions are acknowledged, are fundamental to the development of trusting relationships.*

*Diversity within the team in terms of skills, experiences and backgrounds enhances the team and ultimately leads to more effective and responsive programs for children.*

*Nominated supervisors, educators, directors, staff members, students and volunteers develop and maintain relationships with each other that are based on the principles of mutual respect, equity and fairness.*

*Educators, directors, staff members, students and volunteers respect and value the diverse contributions and perspectives of their colleagues and this is evident in their interactions with each other.*

(Source: The NQS, QA 4).

## Social Justice

At our preschool we actively practice the principles of social justice and we work to promote and encourage them in our pedagogy.

### Social Justice Principles

Social justice is based on four interrelated principles of equity, rights, access and participation, to ensure that:

- There is **equity** in the distribution of resources
- **Rights** are recognised and promoted
- People have fairer **access** to the economic resources and services essential to meet their basic needs and to improve their quality of life and
- People have better opportunities for genuine **participation** and consultation about decisions affecting their lives.

*(Source: The Social Justice Framework 2008 – 2012, Division of Local Government, NSW)*

## Anti-Discrimination

Discrimination occurs when someone is treated unfairly because they belong to a particular group of people or have a particular characteristic.

Many people have fixed ideas about groups of people who are different from themselves. If we aren't careful, this can lead us to discriminate against people who belong to those groups.

The Anti-Discrimination Board of NSW is part of the NSW Department of Attorney General and Justice. It administers the anti-discrimination laws.

Staff at the Anti-Discrimination Board:

- deal with complaints of discrimination;
- try to prevent discrimination — by educating people about what the anti-discrimination laws say and why they are important; and
- report to the Government if they think the law needs changing to help prevent discrimination.

In NSW there is a law that says people must be fair to you —

- when you go for a job
- at your work
- at your school, college or university
- in shops, banks, hospitals, hotels, clubs, coffee shops and offices
- when you rent a house, flat or room

This law is called the Anti-Discrimination Act.

This law says people must not treat you unfairly, just because —

- you have a learning difficulty
- you have a disability
- you are black or from a different country
- you are going to have a baby
- you are breastfeeding your baby
- you work and look after a family member
- you are old or young
- you are a man or boy
- you are a woman or a girl
- you are single or married or defector
- you are gay or lesbian
- you are transgender (you are a man who has become a woman, or a woman who has become a man)
- you have HIV or AIDS

*(Source: The NSW Department of Attorney General and Justice).*

If you feel you have been treated unfairly at our preschool and internal grievance procedures have not satisfied you, you have the right to complain to the NSW Anti-Discrimination Board.

## **Pre-School History**

Evans Head Pre-School was formed by a group of concerned parents in the Presbyterian Church Hall in 1973. Mrs Susan Morgan was employed by the Committee as the service's first educator. She continued to work at the service for over 30 years.

The community and committee raised \$30,000 before they could start to look for a block of land (and to approach Council for a loan).

The Management Committee secured a block of Crown Land on the corner of Park and Beech Street. The Committee secured a loan through the Council (at a scandalous 16% interest) to build their own centre.

The community fundraised tirelessly to pay back the loan. The pre-school was in its own purpose built centre from 1983.

Sue was also instrumental in starting the Lennox Head Pre-School in 1980/81. There was a roster mother each afternoon over there to assist her. Twelve months later Wendy was employed to help. They would run the Evans Head Pre-School from 9am to 12pm, and then pack Sue's car and head to Lennox Head, eating lunch on the way, and start pre-school at 1:00pm in the community hall. They would finish at 4pm and repack the car and head for home. They did this until 1983 when the Lennox Head community opened their own service.

Evans Head Pre-School Association recently expanded when it was approached to start a new service in Woodburn. A mobile service started at the Woodburn Public School to serve the children of that area 3 days per week in July 2010.

## Centre Philosophy

The philosophical perspectives of the preschool underpin all of our actions and drive our preschool in all aspects, from management and governance, to staffing and the pedagogy that occurs with the children. It is important that you know and understand the preschool's philosophy. As a new student or volunteer of the centre, your beliefs and theories will also shape the preschool philosophy. Therefore it is important that our philosophy is seen as dynamic and fluid. For this reason our philosophy is revised, reviewed and reflected upon regularly.

The need for a written statement of philosophy is highlighted in the National Quality Standard 7.2.1 (page181), which states that a written statement of philosophy outlines the principles under which the service operates and reflects the principles of the National Law, and the Early Years Learning Framework. "It underpins the decisions, policies and daily practices of the approved provider, nominated supervisor, educators, coordinators and staff members and assists in planning, implementing and evaluating quality experience for children" (NQS 7.2.1, 2011:181).

Our philosophy is attached.

## Aims of the centre

The pedagogy of our preschool supports the principles and outcomes of the Early Years Learning Framework "Belonging, Being & Becoming" (DEEWR:2009).

### Principles:

1. Secure, respectful and reciprocal relationships.
2. Partnerships.
3. High expectations and equity.
4. Respect for diversity.
5. Ongoing learning and reflective practice.

**Outcomes:**

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

Our Vision Statement is attached.

**Governance**

It is important that you understand the way the preschool is governed and managed. From January 1<sup>st</sup>, 2012 a new National Quality Framework came into being to "ensure the wellbeing of children throughout their lives and lift the productivity of our nation as a whole" (Guide to the NQF, ACECQA, 2011:3).

**The National Quality Framework (NQF)**

All preschools in Australia operate under an Australian Governmental Quality Framework called the "*National Quality Framework*" (NQF).

**The Law**

The foremost component of the NQF is the National Law called "*Children (Education and Care Services National Law Application) Act 2010*". This Law regulates education and care services for children.

**The Regulations****Evans Head Pre-School**

The way that this law is applied is detailed through the "*Education and Care Services Regulations*". These regulations are the practical details and rules under the law (A Really Simple guide to The New Regulations. Community Childcare Cooperative 2011:3).

**Woodburn/Evans Head Pre-School**

Woodburn/Evans Head Pre-School is classified as a Mobile Service. As such it is considered "out of scope" of the Education and Care Services Regulations 2012. Mobile services are currently regulated by the Children (Education and Care) Supplementary Provisions Regulation 2004. It is anticipated that they will make a transition to the National Quality Framework and hence the 2012 Regulations by 2015.

### **The National Quality Standards (NQS)**

The NQS is a schedule to the National Regulations (The Guide to the National Quality Framework, ACECQA:9). The NQS is part of the Regulations. Amongst other things, the Regulations set out the minimum operational requirements organised around each of the seven Quality Areas of the NQS (Guide to the NQF, ACECQA, 2011:8).

### **The Learning Framework**

NQS 1.1 states, "an approved learning framework informs the development of a curriculum that enhances each child's learning and development". The approved learning framework for preschools in NSW is the Early Years Learning Framework called "Belonging, Being & Becoming (DEEWR, 2009). This document is generally referred to as the "EYLF".

The aim of the ELYF is to extend and enrich children's learning from birth to 5 years and through the transition to school. It assists services to provide young children with opportunities to maximize their potential and develop a foundation for future success in learning (Guide to the NQF, ACECQA, 2011:10)

### **The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA)**

Is the council that oversees the implementation of the NQF, makes the Regulations and appoints members of the ACECQA (see below) board (Guide to the NQF, ACECQA, 2011:6).

### **The Australian Children's Education and Care Quality Authority (ACECQA)**

ACECQA is the new national body jointly governed by the Australian Government and state and territory governments to oversee the new system.

### **NSW Department of Education and Community (DEC)**

Under the NQF, each state and territory has its own *Regulatory Authority* that has primary responsibility for the approval, monitoring and quality assessment of services in their jurisdiction in accordance with the national legislative framework and in relation to the NQS (Guide to the NQF, ACECQA, 2011:4). In NSW, the Department of Education and Community is the *Regulatory Authority*.

### **Approved Provider**

Our preschool operates under a community-based not-for-profit model of management. This means that we have a Management Committee (currently comprised of parents of enrolled pre-school children) and, any profits made by the preschool are fed back into the service. The management committee of the preschool is referred to as the "*Approved Provider*" under the new Regulations. Our preschool is an Incorporated Association. This is the pre-school's business structure.

### **Management Committee**

The *Approved Provider* or the Management committee is responsible for the overall performance of the organisation. They determine the service's mission and purpose, set the strategic directions of the organisation, that is, develop the service's strategic plan, appoint and monitor the performance of the director/nominator supervisor, ensure staff are employed in accordance with industrial obligations, ensure compliance with legal obligations, ensure the on-going financial viability of the service, monitor and evaluate the service's performance against the strategic plan (including the committee/board's own performance), enhance the profile of the service in the community and recruit and orient new committee/board members (Community Connections Solutions Australia fact sheet, Roles and responsibilities of the Committee/Board).

The Management Committee operates under the NSW Associations Incorporation Act 2009, and our Constitution. Therefore, we have executive committee member roles of president, vice-president, treasurer, secretary and public officer, as well as 3 ordinary committee members. These positions are annually elected and filled at each Annual General Meeting (AGM) during March each year.

### **Pre-School Director**

While the director does not have voting rights at committee meetings, she forms an integral part of the management team. In children's services, the director is employed to:

- manage the day to day operations of the service including supervising other staff;
- provide relevant and up-to-date information to the committee to assist with their decision-making;
- work in partnership with the committee to achieve the service's mission and purpose;
- and report to the committee on progress against the service's strategic plan.

The Director of the preschool is the expert in regards to the pedagogy of the centre and informs the Management Committee through knowledge.

### **Responsible Person**

The National Law requires service providers to ensure that at all times the service is educating and caring for children, there is a *responsible person* present at a centre-based service. A responsible person is either:

- The *Approved Provider*
- The *Nominated Supervisor*
- A *Certified Supervisor* placed in day-to-day charge.

### **Nominated Supervisor**

The committee nominates an educational staff member (usually the director) to be the Nominated Supervisor of the service. They are responsible for the operation of the service along with the approved provider and for ensuring it is following the Law and Regulations. (Community Childcare Cooperative, Really Simple Guide the New Regulations, 2011:7).

### **Certified Supervisors**

In order to be a Nominated Supervisor, a *Responsible Person* or a supervisor placed in day-to-day charge of the service, the educator must hold a Supervisor's Certificate from the Department of Education and Communities. This is a personal approval. There is no maximum number of Certified Supervisors per service. An Approved Provider should assess how many staff may need to hold a supervisor certificate to ensure that the *responsible person* requirement is met (ACECQA Information Sheet – Certified Supervisors).

An educator with a supervisor certificate may consent to be placed in day-to-day charge of the education and care service. The designation must be made by the Approved Provider or the Nominated Supervisor and accepted in writing by the Certified Supervisor. A Certified Supervisor placed in day-to-day charge of an Approved Service **does not** have the same responsibilities under the National Law as the Nominated Supervisor (ACECQA Information Sheet – Certified Supervisors).

### **Educational Leader**

Under the National Law: Section 169 and the National Regulations: Regulations 118, 148 the approved provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, coordinator or other individual as *educational leader* at the service, to lead the development and implementation of educational programs in the service.

According to Community Childcare Cooperatives Educational Leader fact sheet; an educational leader, through a collaborative process with educators, families and the community will guide the development of the program of learning and education for

children. They will also assist with educator growth in reflection and the understanding of children's learning and development. This role is key to sound practice in the education and care of children – it is a role of great significance and importance.

### **Early Childhood Australia Association (ECA) Code of Ethics**

A code of ethics is a set of statements about appropriate and expected behaviour of members of a professional group and, as such, reflects its values.

The Early Childhood Australia *Code of Ethics* was first developed in 1990 by a national working party, with considerable input from the early childhood field. The 2003-06 [Code of Ethics Agenda](#) resulted in a new *Code of Ethics*, which was endorsed at Early Childhood Australia's National Council meeting in September 2006 (currently valid).

The *Code of Ethics* is owned by the field, rather than imposed upon it.

(Source: [http://www.earlychildhoodaustralia.org.au/code\\_of\\_ethics](http://www.earlychildhoodaustralia.org.au/code_of_ethics))

You will find a copy of the ECA Code of Ethics displayed in the staff room. It is expected that at all times you will uphold the principles and values within it.

## **Policies**

The NQS QA 4 (p.111) states the importance of clear policies and procedures to:

- Ensure there are common expectations about how things are done at the service
- Promote consistent practice.

The management team (the Committee, the Nominated Supervisor and Centre Director) writes and reviews the policies and procedures that inform the way the centre is operated. These policies are informed by all the legal documents that the centre is governed by, including the Education and Care Services Regulations, the National Law, WH&S legislation, Fair Work Australia, the NQF and other relevant sources. It is expected that all students and volunteers at the centre adhere to the policies and procedures of the service and refer to them when needed.

These policies will aid you, should you need to find information on the grievance procedures, resolution of formal complaints, responding to a complaint, appeals, work-place health and safety (WH&S), staff conduct, leave, child protection, mandatory reporting procedures and policies relating to working with children.

## Workplace Health and Safety (WH&S)

It is important that you understand your workplace healthy and safety rights and responsibilities. The NSW Government WorkCover Authority classifies students and volunteers as “workers” within the act. Therefore, in relation to WH&S you have the same rights and responsibilities as that of any employee of the preschool. You have the right to a safe working environment that ensures you are not exposed to any risk to your health or safety. Your responsibilities are to take reasonable care of yourself and others in the environment and comply with reasonable instructions from the management team and preschool policies and procedures. Please read the below information further clarifying these points from the New South Wales Government, Work Cover Authority of NSW.

New Work Health and Safety laws replaced the Occupational Health and Safety (OHS) laws in NSW on 1 January 2012. The new laws will provide greater consistency, certainty and clarity making it easier to understand your work health and safety duties. Under the new work health and safety (WHS) laws, the term ‘employers’ will be replaced by ‘persons conducting a business or undertaking’ (PCBU) and ‘employees’ will be replaced by ‘workers’.

### **Duties of a Person Conducting a Business or Undertaking (i.e. the Approved Provider)** **Primary duty of care**

The PCBU has a primary duty of care to ensure workers and others are not exposed to a risk to their health and safety.

A primary duty of care is owed by a PCBU when it:

- Directs or influences work carried out by a worker
- Engages or causes to engage a worker to carry out work (including through subcontracting)
- Has management or control of a workplace.

The PCBU must meet its obligations, so far as is reasonably practicable, to provide a safe and healthy workplace for workers of other persons by ensuring:

- Safe systems of work
- A safe work environment
- Safe use of plant, structures and substances
- Facilities for the welfare of workers are adequate
- Notification and recording of workplace incidents
- Adequate information, training, instruction and supervision is given
- Compliance with the requirements under the work health and safety regulation
- Effective systems are in place for monitoring the health of workers and workplace conditions.

## **Employees and workers**

### **Duties of a worker**

A worker must, while at work:

- Take reasonable care for their own health and safety
- Take reasonable care for the health and safety of others
- Comply with any reasonable instruction by the PCBU (in this situation, the Management Committee).

### **Hazard Reporting**

It is important that you report any hazards in the environment as soon as possible to a *responsible person* for them to address. This will ensure that our preschool continues to be a safe place.

### **Injury and Accident Reporting**

The preschool has policies and procedures for reporting of injury and accident to yourself. Please ensure you follow these as your health and safety is of high importance.

## **Administration**

### **Student and Volunteer Record**

Please complete and sign the Student/Volunteer Record attached and return.

### **Sign In and Out Book**

You are required to *sign in and out* **each day** on our preschool visitors timesheets when you attend the preschool. You will be shown the procedure for this during your orientation visit.

### **Emergency Procedures**

It is important that you understand and comply with any emergency procedures that our preschool has. The primary emergency procedure is that of the fire evacuation. At your orientation visit you will be guided through the procedure of the preschool in relation to this.

## Code of Conduct

Your conduct within the preschool is very important. Please ensure you are familiar with the preschool's Staff Code of Conduct Policy. Ethical conduct guides our behaviour and decisions within the preschool setting and is founded in respect for, and the valuing of children, families, educators and staff, and the extended community.

At our preschool we aim to uphold the highest standards in ethical conduct in accordance with the ECA Code of Ethics (2010) and The United Nations Convention on the Rights of the Child. We view the National Quality Standards as minimum standards of which we constantly aim to far exceed.

## Recruiting appropriate staff

At our preschool we aim to have consistent and committed educators and directors who support good quality standards and continuity of care for children. We value effective, transparent and equitable recruitment processes that ensure the preschool attracts and retains educators, directors and other staff members who can best meet the needs of children and their families (refer to NQS QA 4).

## Confidentiality

The NQS QA 7 highlights the importance of maintaining confidentiality and currency of information provided by families, educators, directors, staff members, students and volunteers or other stakeholders of the preschool at all times. This practice is an indicator of the level of professionalism that exists within the service and builds families' confidence in the service's records management practices.

At our preschool you will be required to sign our confidentiality agreement as an indication of your awareness of the significance of this area.

*Remember in your short time in the centre you will see only a "snap shot" of each child (they may be having a bad hair day!) ... Every child is a complex and amazing individual. It can be damaging to children's wellbeing for adults to discuss their observations and/or judgments of behaviour, ability, health, etc. To be blunt, gossip about other children is unacceptable and will not be tolerated.*

## Working with Children Check

In keeping with the laws under which the preschool operates, all students and volunteers are required to complete and sign a Working with Children Check. A Student/Volunteer Declaration is attached. **Please complete and return.**

We are very excited to welcome you to the preschool community and to have the opportunity to begin a professional relationship with you. We hope you will find this to be a rewarding experience.

## **PARENT HELPERS – how long should I stay?**

Most people would stay from morning tea until home time. This way you do not have to say goodbye to your child and leave them to go home only to come back again.

### **Suggestions of jobs for volunteers that will help us out:**

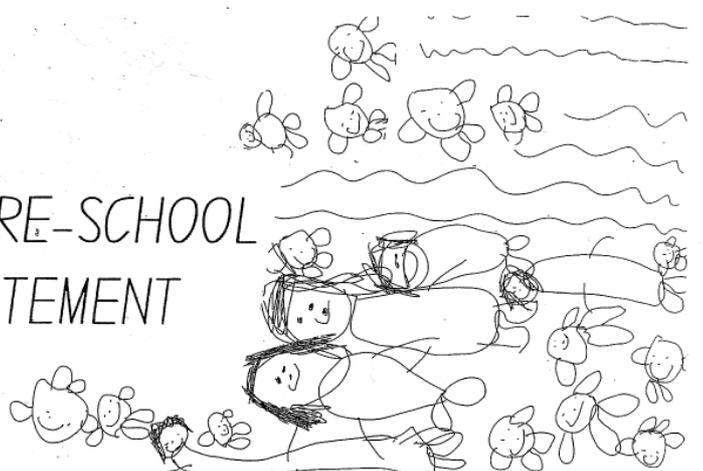
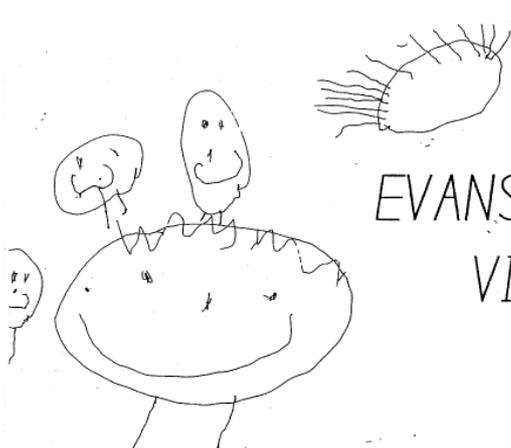
(If everyone is busy and you want something to go on with, these are some ideas. This is NOT a list of what we expect you to get done).

- Read to a child
- Help at a table top activity (e.g. craft, playdough, etc)
- Do a puzzle with a child
- Wash / dry up
- Wipe down kitchen bench tops
- Sharpen pencils
- Put lids on textas
- Tidy collage trolley and/or the useful box in the craft area
- File craft into kids folders
- Tidy home corner
- Disinfect tables and/or sweep floor (after mealtime)
- Assist children to make bed or pack away their sheet
- Get out/put away beds
- Disinfect toys/equipment

*We hope you enjoy your time at our centre. Please remember ... if you are unsure about something – just ask.*

## **Appendices**

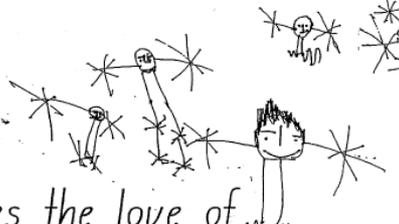
1. Our Vision Statement
2. Our Philosophy
3. Student and Volunteer Record **(please complete and return)**
4. Student/Volunteer Declaration **(please complete and return)**



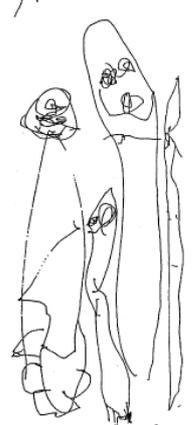
# EVANS HEAD PRE-SCHOOL VISION STATEMENT



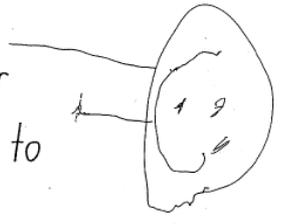
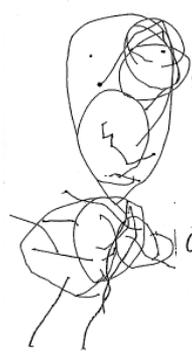
We support and value families for their bonds and traditions, and endorse the dreams they hold for their children.



We foster an atmosphere that ignites the love of learning, encourages self confidence and values individuality.



We cherish our children's sense of wonder, curiosity and ability to play.



We value our staff for their love and advocacy for children. Their skill, their knowledge and commitment to families.



Together we make the world  
**A BETTER PLACE!**

# OUR PHILOSOPHY

## Aim

Evans Head Pre-School Association Incorporated is a community based, not for profit, family managed centre.

Our purpose is to provide quality early childhood education, care and support for young children and their families.

The Centre's educators and Management Committee will act in the interests of children by implementing current best practice based upon The National Quality Framework, legislation, recent research, the EYLF, the NSW Curriculum Framework for Children's Services, The United Nations Convention on the Rights of the Child and the Early Childhood Australia Code of Ethics.

## Belonging

### Partnerships

Families are a child's first and most influential teacher and advocate. We strive to create a welcoming environment where families are encouraged to collaborate with educators.

We acknowledge that "in genuine partnerships families and early childhood educators:

- value each other's knowledge of each child;
- value each other's contributions to and roles in each child's life;
- trust each other;
- communicate freely and respectfully with each other;
- share insights and perspectives about each child;
- engage in shared decision making".

(BBB:EYLF p. 12)

Children belong not only to a family but to a 'cultural group, a neighbourhood and a wider community'.

(BBB:EYLF p. 12).

Our centres seek out and actively nurture links within our local communities to strengthen support networks for families and staff. We shape our centres to reflect our place in our neighbourhood and community.

Furthermore, the Management Committee recognise the importance of realising educators' sense of Belonging, Being and Becoming.

They support educators active self reflection, involvement (Laevers 1994) in the early childhood and local communities and their professional development. (Martin, K. 2011 The Australian Early Learning Framework National Conference).

Individuals are encouraged to value the diversity within the team and to strive to provide encouragement and support necessary to offer quality service and a positive work climate.

## Being

### Children as capable and resourceful

In our role as educators we will focus upon the many strengths, skills and abilities that every child has rather than over emphasising children's needs. Our practice will display respect, caring, reflective thought, empathy for children's feelings and their perspective on situations as well as genuine interest in children's recollections, thoughts and ideas.

Educators are inclusive, deliberate, purposeful and thoughtful in their decisions and actions. They value social, cultural and linguistic diversity. Intentionally involving children in collaborative planning, active learning and allowing provision for children to revisit an activity in order to consolidate learning.

## Becoming

### Early Learning

We believe that early, play-based learning is critical for children to organise and make sense of their social world and to reach their potential.

We understand that learning provisions are more relevant when they are constructed around children's interests and real life experiences. We believe self concept and learning are rooted in and hence are best supported and extended through social and cultural contexts. We strive to build positive and meaningful relationships for the wellbeing and learning of each child (NSW Curriculum Framework).

Our Curriculum encompasses all the interactions, experiences, routines and events, planned and unplanned. The learning environment is designed to foster children's learning, dispositions, involvement and development and sense of belonging.

(BBB:The EYLF and Te Whariki).



## Sources

DEEWR (2009) *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*  
[www.deewr.gov.au](http://www.deewr.gov.au)

Guide to the National Quality Standard October 2011

ECA Code of Ethics (2006)

United Nations Convention on the Rights of the Child (1989)

