Statement Of Philosophy

At Moorak Primary and Preschool our philosophical beliefs underpin our pedagogy, our approach to teaching and learning as well as the way educators interact with children.

We believe that children are capable and competent learners. From birth children possess the ability to learn and continue to learn throughout their lives. Therefore we equip children with a range of strategies to extend and challenge their own abilities, thoughts and understandings thus creating life-long learners.

We believe in a play-based approach to learning. Play allows children to explore, ‘organise and make sense of their social worlds, as they actively engage with people, objects and representations’ (EYLF, 2009). Therefore we provide opportunities for children to engage in a variety of free play experiences.

We believe that all children have a right to access high quality inclusive education. Therefore we provide a safe and secure environment where all children and families are welcome and provide all children with the opportunity to be successful learners. The preschool program is culturally inclusive and assists children to embrace differences.

We believe that relationships with children, parents and families are an essential component of educators’ work. Parents are a child’s first educator and we value the knowledge they bring about their child. Through respectful, effective and collaborative partnerships with educators and families, curriculum decisions are made to ensure that individual learning needs are catered for and that learning experiences are meaningful.

We believe that children learn best when they are active participants in their learning. When children are active in their learning they formulate their own meanings to make sense of the world around them. Active participation in their learning results in greater understanding and comprehension for the child. Therefore we encourage all children to participate in a variety of activities, offer experiences that suit a variety of learning styles and plan to incorporate children’s interests and culturally contextual topics.