



29 Waratah Street
EAST GOSFORD NSW 2250
Ph: 43252332
Email: info@gosfordpreschool.org.au
www.gosfordpreschool.org.au
ABN: 55 941 903 761

Our Philosophy

Gosford Preschool Philosophy

Our Curriculum

Our Aim

Staff Philosophies

Early Childhood Australia – Code of Ethics

Our Philosophy

Gosford Preschool's philosophy is underpinned by the United Nations Convention on the Rights of the Child, to which Australia is a signatory since 1990.

We have an obligation to enact these rights through inclusion in our early education setting. All staff adhere to the Early Childhood Australia's Code of Ethics which provides a framework for all early childhood professionals.

At Gosford Preschool we believe in:

COMMUNITY CONNECTIONS

- It is essential to maintain continuity between the home, the community and the Preschool to give children a sense of belonging.

STRONG CULTURAL IDENTITY

- Children develop a strong cultural identity by gaining knowledge and interacting with people across cultures.

EVERY CHILD IS UNIQUE

- Each child is an individual with unique interests and abilities, and will achieve milestones in their learning and development in their own time.

PLAY BASED LEARNING

- Children learn through play and should be given equal opportunities to explore and engage within their environment regardless of age, gender, culture and ability.

SUSTAINABILITY

- We believe it is our role to increase awareness about the environment and promote sustainable practices.

HIGH EXPECTATIONS

- Consistent and appropriate guidelines will assist children to develop the ability to monitor their own behaviour in a variety of social situations.

ONGOING REVIEW

- Service Policies, Practices and Procedures are reviewed regularly to reflect the commitment to research into early childhood and professional learning, and the needs of the current Preschool Community.

MANAGEMENT COMMITTEE

- The Management Committee is an integral and valued part of the Preschool working towards providing an environment that facilitates growth, development and learning.

INTENTIONAL TEACHING

- We are intentional with every practice and interaction, connecting with our belief in the capabilities of the child. Intentional teaching equals quality of learning, secure and trusting relationships and positive social confidence.

Our Curriculum

Our Curriculum implements Belonging, Being and Becoming – The Early Years Learning Framework for Australia.

Through this framework we build on children's interests, knowledge, experience and background as individuals within the group.

We create opportunities for children to engage in a variety of experiences that encompass all developmental and key learning areas.

We use holistic approaches and intentional teaching.

We use reflective practices for evaluation and effective planning in our programme.

We invite all families to work collaboratively with staff to contribute to our curriculum and to develop a trusting relationship.

Our Aim

Our aim at Gosford Preschool is:

- To provide a program that reflects the Early Years Learning Framework for Australia and captures the 5 outcomes:
 - Children have a strong sense of identity
 - Children are connected with and contribute to their world
 - Children have a strong sense of well being
 - Children are confident and involved learners
 - Children are effective communicators.
- To provide a strong Preschool Program within a safe and inviting environment for children, parents, and staff
- To provide documentation to inform parents about their child's learning
- To promote the Preschool in the local community
- To encourage a greater understanding of Early Childhood Education
- To regularly review the Centre's policies and procedures in relation to early childhood research
- To help every child enjoy a successful transition from Preschool to Big School

The Child in Transition to School

Our experienced Educators provide a Preschool Program that incorporates the learning outcomes of the EYLF and supports all children to reach their fullest potential. It aims to enhance all areas of a child's development in readiness for their future life at school and beyond. We believe that Preschool lays the foundations for a lifetime of learning.

Intentional learning will include:

- The ability to manipulate writing tools and scissors with control
- To recognise own name
- Able to or working towards writing own name
- Encourage children to actively participate in group experiences and games
- To recognise numbers to 20 or beyond when appropriate
- Count objects using one to one correspondence
- To recognise basic geometric shapes – square, triangle, circle, rectangle
- To have self help skills
- Speak confidently to adults and peers in a group situation
- Listen and follow instructions
- Engaging in our Bush Classroom on the bushland adjacent to our centre.

Literacy

Our literacy curriculum is based on embracing it as a continuous process of learning.

- Children have a positive feeling towards literacy by being exposed to a rich literacy environment
- To enjoy and participate in meaningful language and literacy experiences during every part of the daily routine through play
- Children have a positive experience with books and stories
- To have an increasing understanding that print has meaning
- To learn about language, writing and reading through social experiences
- To learn sounds through The Jolly Phonics scheme
- To understand there is a link between sounds and letters

Numeracy

- Develop numeracy skills through play and investigation
- A growing ability to use different strategies to solve problems, for example puzzles, building blocks, games
- Have an understanding that numbers have meaning
- Understanding concepts related to measurement, for example length, weight, height
- Use language associated to position – eg. on, under, next to
- Actively join in counting games and songs
- To recognise numbers and to count objects