The Northern Nursery School Philosophy

Our vision for children is to create a nurturing environment where children learn how to learn within a supportive, collaborative culture. This inspires creativity and intellectual engagement, growing confident, caring and capable social beings that are respectful and valuing of each other's uniqueness.

Our vision for families is to build a spirit of community, grounded in rich relationships, partnerships and connections that shape and inspire our creative and educational program. We are committed to continuous improvement within a supportive, nurturing and beautiful environment for all children and families.

Our goals for our team is to strive for excellence, with a commitment to professional, respectful partnerships, valuing staff development, supporting the philosophy, ideals and teaching practices of The Northern Nursery School.

Competence

We are committed to continuous improvement, which involves our whole community. Our children are involved in all aspects of our program and the vision for the preschool. We work with children as a team of capable and competent learners who are eager to explore and engage in learning. We value their uniqueness and individuality and embrace their meaningful contributions within our educational program. Children learn in many different ways; they are experimenters, scientists, researchers, artists, collaborators, explorers and observers, each with 100 unique ways of expressing and experiencing ideas and possibilities. We value and encourage all of their learning styles, processes and contributions in their quest to make sense of their world. Our program builds on their strengths, interests, abilities and skills; their well-being is at the core of our work.

Relationships

Our spirit of community is grounded in rich relationships, partnerships and connections that shape and inspire our creative and educational program. We value social relationships as the foundation for creating potential and possibilities within a supportive, nurturing and beautiful environment, for all children. Relationships and relationships are at the heart of our preschool: We create a culture where children and families can feel they 'belong'. We encourage an inclusive culture, where children, parents and staff communicate effectively and respectfully. We believe that learning happens during social interactions and collaborations with others. While developing relationships, children learn how to express themselves, listen to others, sharing and deciding and creating new relationships. It is important that we provide opportunities for children to be open, short and to the point of view of others. We believe that parents are the most important people in their children's lives and have the biggest influence on their child's learning, it is our priority to work closely and collaboratively with parents so that we can support them in the social aspects of our service delivery, including our Management Committee, the Social Club and Room parents, building a strong foundation that reflects the identity and needs of our community.

Equity

Every child has the right to be protected from being hurt and mistreated in body or mind. Equity and inclusion are key values of the Northern Nursery School. One of our most significant practices is mutual respect and understanding towards others. We believe each child has the ability and potential to be responsible and become active citizens of the world. As citizens of Australia we acknowledge and respect and value the traditional custodians of the land and believe that the Aboriginal and Torres Strait Islander people and their history are unique. We work with children and families to aim to instil knowledge and appreciation of the Aboriginal and Torres Strait Islander culture and heritage, founded on understanding and respect, valuing of their traditions and traditions. Our focus is to present Taival's values in a pro-active against bias and negativity. Art, music, dance and drama are valued, as are their strengths, abilities, culture, lifestyle choices and beliefs, which contribute to the rich fabric of our community. We have a priority of inclusion for children with additional needs, supported by high staff ratios and a special education teacher who works closely with children, staff and families to ensure each child has the best opportunity to grow in all aspects of their well-being and development.

Aesthetics

The beauty of our aesthetic environment and approach to curriculum planning is inspired and influenced by the Reggio Emilia Approach; we regard the environment as the 'third teacher'. Our environment reflects our vision in providing children with creative and self-expressive learning experiences that build an appreciation and understanding of art, nature and environmental sustainability. The environment is powerful in its effect on children's behaviours and responses toward learning. The environment is shaped by its teachers, children and parents who contribute their ideas to create relevance and meaning, underpinned by principles of environmental sustainability, light and natural recycled resources. A child's thinking and learning is shaped by the displays, documentation and presentations that directly influence our aesthetic environment and approach to curriculum planning. Children learn in many different ways; they are experimenters, scientists, researchers, artists, collaborators, explorers and observers, each with 100 unique ways of expressing and experiencing ideas and possibilities. Our philosophy is underpinned by our policies, philosophy, philosophy, the "hundreds of languages of children" (Loris Malaguzzi, founder of the Reggio Emilia Approach) and the National Framework, National Quality Standards and the Early Years Learning Framework. Our philosophies, frameworks and practices all support an emergent, play-based teaching program that is inclusive and engaging for all children. Our project work grows from the knowledge children bring, the interests and ideas they explore and the diversity and richness of our families. Our program builds children's abilities to learn how to learn together, engaging children in a dialogue full of questions and possibilities, creating a rich foundation of education for life. Our culture is unique, as is the way children learn and the way children learn is essential to their learning. Children's work reflects creative expression, intentional teaching and collaboration with their community. Our documentation and visual displays show images of children thinking and making sense of "belonging, being and becoming" in their world. It shows us how adults and children learn together and that non-verbal languages reveal the development of thinking that provides further evidence of progress. It also challenges us to re-position ourselves within the learning story, which not only makes children's learning and the reflective practices of educators visible. Our documentation is a celebration of what is possible when children are given the opportunity to take responsibility for their learning and in a real and authentic way.

Teaching Programs and transitions

Our teaching program is underpinned by our philosophy, policies, the "hundreds of languages of children" (Loris Malaguzzi, founder of the Reggio Emilia Approach) and the National Framework, National Quality Standards and the Early Years Learning Framework. Our philosophies, frameworks and practices all support an emergent, play-based teaching program that is inclusive and engaging for all children. Our project work grows from the knowledge children bring, the interests and ideas they explore and the diversity and richness of our families. Our program builds children's abilities to learn how to learn together, engaging children in a dialogue full of questions and possibilities, creating a rich foundation of education for life. The culture is unique, as is the way children learn and the way they learn is essential to their learning. Children's work reflects creative expression, intentional teaching and collaboration with their community. Our documentation and visual displays show images of children thinking and making sense of "belonging, being and becoming" in their world. It shows us how adults and children learn together and that non-verbal languages reveal the development of thinking that provides further evidence of progress. It also challenges us to re-position ourselves within the learning story, which not only makes children's learning and the reflective practices of educators visible. Our documentation is a celebration of what is possible when children are given the opportunity to take responsibility for their learning and in a real and authentic way.

Values

Children's values are shaped and guided as they experience day-to-day life within their family, preschool and community. We encourage children to think critically and be advocates for others and themselves, using their skills to recognise stereotypes and bias. Our collaborative discussions provide children with opportunities to consider others points of view when forming their own ideas and expressing their opinions. We promote values that support children in becoming active contributors and participants within society. Our educators create environments where children can happily and constructively work together, knowing they can make a difference to their world. Children are encouraged to develop a positive self-esteem, which respects the differences and similarities within society, demonstrating empathy, care and regard for each other. We believe that children can express their ideas and challenge others without inflicting emotional or physical hurt and we support children in understanding which forms of expression are appropriate and empathetic to others. The children are involved in caring for and enjoying our beautiful physical environment and through this and ongoing discussions, they learn respect for nature and grow in their understandings and actions in practicing environmentally friendly, sustainable practices.

Image of the child

Central to our view is the powerful "image of the child". We do not see children as empty vessels that require filling with facts, we see them as full of potential, competent and capable in learning environments that are respectful and support the development of children. Our educators value, respect and understand the uniqueness of the child, the interests and possibilities that arise, which inspire and stimulate further learning. Documentation is more than a record of what has been done; it is a way of making the 100 Languages of children visible. Our curriculum is founded on the development of relationships that involve children in discussion, exploration and collaboration, supported by rich environments, a wide range of resources and engaging ideas and creative experiences. These include music, movement and dance, the visual arts, language and literacy, numeracy, science, nature, food and nutrition, environmental sustainability and health and safety. Our teaching is intentional and focused, valuing the uniqueness of each child, providing children with opportunities to develop a wide range of skills and knowledge. Through active involvement and meaningful engagement, children build understanding of the role creativity and multiple literacies play in their lives as powerful forms of expressing their imagination.

Imagination

Young children are given the time and space to extend their imagination and creative intelligence through expressing theories and ideas. Time is an essential part of a child's experience, bringing focus, depth and thoughtfulness to their learning. Children are encouraged to enjoy being children, working together in a play-based curriculum, to experience the wonders and delights of learning from the imagination. Our educators value, respect and understand the uniqueness of the child, the interests and possibilities that arise, which inspire and stimulate further learning. Documentation is more than a record of what has been done; it is a way of making the 100 Languages of children visible. Our curriculum is founded on the development of relationships that involve children in discussion, exploration and collaboration, supported by rich environments, a wide range of resources and engaging ideas and creative experiences. These include music, movement and dance, the visual arts, language and literacy, numeracy, science, nature, food and nutrition, environmental sustainability and health and safety. Our teaching is intentional and focused, valuing the uniqueness of each child, providing children with opportunities to develop a wide range of skills and knowledge. Through active involvement and meaningful engagement, children build understanding of the role creativity and multiple literacies play in their lives as powerful forms of expressing their imagination.

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Training, in-service and professional documentation

The NNS is committed to our staff team and prioritises professional development as a key to building the quality of the curriculum for children and the work environment. It recognises that professional development not only benefits the individual staff member but through sharing with others it also benefits the team and the organisation as a whole. Through ongoing provision of professional development opportunities for all staff, the team is kept current and well equipped to enable high quality teaching. A team of educators are specialists in their field and we recognise and value their professionalisation. We employ well-qualified and experienced educators, who are motivated and inspired in creating an environment that is engaging and stimulating for children. The role of our educators is to work alongside and support children and families, to explore ideas and interests and form decisions through planning and collaboration, scaffolding children's learning through dialogue with others. Through our pedagogical documentation and shared reflections we are able to learn more about children. This in turn provides valuable research on the learning of both educators and children, building on the quality of our program.

Yesterday, today and tomorrow

Since the 1930s, the Northern Nursery School has educated preschoolers through the application of best current pedagogical early childhood practice and a commitment to continuous improvement through self-assessment. Our voluntary Management Committee of parents provides a strong vision for the preschool underpinned by financially responsible practices and adherence to all Regulatory obligations. Our team is committed for children and have commitment and vision in the early childhood field. They are committed to providing high staff ratios, staff development and training, and investing in the physical environment as contributing factors in providing a quality early childhood service. Our strong connection to the Mosman community is demonstrated through our initiatives in reaching out through our social functions, community garden, Alumni, websites and Facebook, we also have representation through Councillors from Mosman Council on our Management Committee. Our commitment is to children and families currently within NNS, but our vision is also for those children and families that will attend our wonderful preschool in the future.