

Statement of Philosophy

Angle Vale Preschool is proud to promote respectful, consistent, nurturing and responsive relationships. We offer intentional and spontaneous learning opportunities that will empower children, families, educators and community to achieve powerful learning outcomes for all of our learners. We are committed to an educational philosophy that is based on informed practice and current educational research



At Angle Vale Preschool, We are passionate about:

Respect – For and by children, parents and educators. Children are confident and capable. We believe that they have independent values, ideas, strengths, funds of knowledge and belief systems.

Curiosity – the ability to look at the world with an open and unsuspecting mind, to perhaps wonder and hypothesise – ‘what if?’, as well as asking ‘why?’.

Environment – spaces where children have direct contact with the natural world. Natural and inspiring play spaces for children which are intentionally designed to enable a place to think and ponder, stimulate children’s curiosity and invite active investigation and inquiry. By facilitating a nurturing environment we are able to create and sustain enabling environments that authentically supports children’s agency. Spaces fostering a strong connection to home and the world, early childhood is a time for joy, exploration and unconditional positive regard.

Trust – relationships are built based on trust, professional love and care. Children and families feel a strong sense of home and belonging at preschool. Children who experience trust will experiment, explore and confidently take risks in learning.

Sustained involvement – learning is led by children through an emerging curriculum where children and adults are given opportunities and time to explore and think deeply. Children are supported through intentional teaching, involvement in decision making and reciprocal, attuned responsive interactions.

Relationships – we believe learning takes place in a social context where children may scaffold other’s ideas, skills and competencies.

Responsiveness- We believe responsive relationships are developed with care, respect and collaboration. Children are provided with opportunities to reach their full potential through personalised and collaborative learning, strong connection with families and children.

We believe that play is the essential medium for a young child’s learning and our aim is to provide a program of experiences and activities that are child centred and flexible, encouraging individual levels of development. We believe that, through play, with the educator as a facilitator in an encouraging and supportive environment, each child will develop self-confidence. Through play, children have the opportunity to make decisions, to develop resilience and perseverance. We aim to challenge children, encouraging them to be active learners and thinkers, full of curiosity about their world. We acknowledge Belonging, Being and Becoming, the Australian Early Years Learning Framework. It inspires our commitment to quality teaching practices and learning outcomes for children. Our educators are inspired to celebrate the unique Aboriginal heritage of Australia and commit to weaving this into our daily interactions with children. Embedding Aboriginal and Torres Strait Islander history and cultures into our everyday learning supports children’s connectedness to culture and creates a safe place where children feel respected and valued.



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Reviewed in consultation with children, families and relevant stakeholders



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