



EARLY CHILDHOOD EDUCATION STATEMENT OF PHILOSOPHY

The Mandurah Baptist College (MBC) Early Childhood Education (ECE) Statement of Philosophy outlines the principles under which our College operates from Kindergarten through to Year 2.

Our Statement of Philosophy reflects the principles of the National Quality Framework, the Early Years Learning Framework, the Western Australian Curriculum and Assessment Outline, the Kindergarten Curriculum Guidelines and the vision, values, and motto of Mandurah Baptist College. It guides the decisions, policies and daily practices of all staff working within the early years at MBC and assists in planning, implementing, and evaluating quality experiences for all children.

Our Statement of Philosophy will underpin consistency and continuity in working with children and their families from their entry into the College at Kindergarten to the end of Year 2. It will guide the development of shared, common, and clear goals and will help create a united staff team.

Our Statement of Philosophy is a fluid and 'living' document that changes as new insights are gained and practice is evaluated. It is reviewed annually.

MBC College Mission

To provide an excellent education in a Christian context, developing life ready students who reflect the character of Jesus.

The College aims to provide a comprehensive curriculum, which will cater for the individual needs of all students fostering a desire for learning and excellence. Within this framework, students are encouraged to develop:

- A love for learning and striving to their maximum potential
- Application of life skills and knowledge utilizing personal talents
- Self-discipline
- Respect for self, others, and the environment.
- A personal awareness of God and the application of biblical principles

MBC College Values

- Faith
- Relationships
- Growth
- Excellence
- Integrity

MBC College Motto

Our College motto is 'Be Strong and Courageous'. - *Joshua 1:9*

Our Beliefs

We believe that children are unique individuals created and loved by God. We acknowledge the diversity of families within our College and the importance of assisting and partnering with each family in the education of their child. We respect the cultural background of each child and acknowledge that learning first begins in the home.

We believe that all children are capable, competent, and successful learners who learn in different ways and at different rates. We believe that for each child to realise their full potential they need opportunity to problem solve, express thoughts and ideas, wonder and inquire, master new skills, imagine and create, reflect on learning, and interact with their environment in playful, play-based and active ways. We believe in equality and inclusion for all children.

We acknowledge the importance of physical, emotional, social, and spiritual well-being of every child. We believe in the need to provide a range of environments and structured programs, which, through positive reinforcement and encouragement, support the development of all aspects of the child.

We recognise and value the knowledge and commitment of our teachers and assistants and support their continued professional learning. We believe in the importance of working as a united team to support each other professionally, emotionally, and spiritually.

We understand the importance of developing a deep knowledge, respect and care for the environment and value our role in advocating for a sustainable society.

Our Actions

We welcome families into our College. We provide regular opportunities for them to be involved in a range of learning activities with their children and encourage and support them as educative partners. We make children's learning visible to families in a variety of ways including digital documentation, learning journey, reports, and meetings.

We aim to be culturally responsive and have a genuine commitment to work collaboratively with culturally and linguistically diverse children and families. We view culture and the context of the child's family and wider community as central to children's sense of being and belonging, and their successful lifelong learning. Being culturally responsive includes a genuine commitment to embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum.

We provide safe, playful, play-based, and engaging learning environments that give opportunities for all children to thrive, make choices and learn from their mistakes. We structure programs to allow children to learn, and to demonstrate their learning, in different ways. We focus strongly on developing a solid foundation of Literacy and Numeracy skills through rich learning experiences, explicit teaching, and guided practice. Our programs are inclusive and responsive to children's needs and interests and promote inquiry.

We provide opportunities for children to develop physically, emotionally, socially, and spiritually through intentional teaching and learning programs. We set clear and consistent boundaries to allow all children to feel safe and secure. We collaborate with specialist staff to ensure the best outcomes for students. We offer emotional and spiritual support to families.

We embed sustainable practices into our everyday programs and our children are supported to become environmentally responsible individuals, who will positively impact their wider communities.

All staff are dedicated in their relationship with God and demonstrate this in their daily life. They respect and value the children, families, and other staff in the College. Staff are committed to participating in ongoing early childhood professional learning. They meet regularly as a team and are collaborative and reflective in their approach to planning, assessing, and evaluating teaching and learning programs.