

EARLY LEARNING PHILOSOPHY



At Ruyton Early Learning, the wellbeing of each child is fundamental to our work.

Each child is valued for their uniqueness, individual learning style and diversity. We believe children are competent, capable, resourceful and creative with an ability to direct their own learning. Children are viewed as researchers as they investigate the world around them. Children are encouraged to question, experiment and engage with experiences while developing their confidence and sense of self.

We recognize that families are the primary and most important teachers in their child's life, and are an integral part of their child's learning journey. We respect and support families and believe that a collaborative approach enhances the learning process.

Our curriculum draws from a range of pedagogical influences, in particular the Reggio Emilia educational project. The central themes of the hundred languages of children and view of the capable child inspires our programmes. Observations, documentation and listening to the child are powerful forms of understanding the child's learning. We believe that play allows opportunities for children to actively connect with learning and to make sense of their world.

Educators personalise learning by understanding each child as an individual, providing targeted learning experiences. This ensures each child is valued, supported and challenged.

Our aim is to create a nurturing and engaging environment for young learners where they can connect, explore, discover and create. Careful consideration for both indoor and outdoor learning experiences ensures the environment stimulates and challenges the children's thinking. There are opportunities to connect with nature to learn its' value, extend knowledge, gain an understanding of finite resources and to experience the joy of living in our world.

We believe a learning community with shared values of respect, care and compassion contributes to everyone's personal growth and integrity. This is achieved through building strong partnerships between children, staff, parents and the wider School community. Welcoming and accepting the diversity of children and families provides opportunities to develop intercultural understanding within local and global contexts. Indigenous culture is respected and, together with children and families, we endeavour to increase our knowledge and understanding of our First Australians.

Our educators are committed and use quality teaching and reflective practices to inspire every child to reach their full potential. They foster a love of learning, value questioning and encourage children to respond to challenge with resilience and persistence. They engage in professional learning and critical reflection with colleagues, professional teaching networks and broader communities to review better practice and to create a dynamic and collaborative environment.



WE BELIEVE IN GIRLS

CREATIVITY • LEADERSHIP • GRIT • GLOBAL CITIZENSHIP • CURIOSITY • INTEGRITY