



CAMPUS KINDERGARTEN NEWSLETTER

Inside this issue:

House Keeping	2
Pre-kindy , Kindy A, Kindy B News	4
Calendar of Events	7
NQF updates	8
Nutrition Snack Recipes	9
Policy review / Feedback	11

Campus Community Updates

Welcome to the first edition of the Campus Chronicle for 2015. It's been a busy start to the year, and firstly I would like to welcome all the new families who have joined Campus Kindy.



- ★ Holiday Kindy is on offer at Campus Kindy from April 7-10.
- ★ Term 2 begins on April 13. Please note that there is only ONE week of Easter break instead of two. This is the only holiday that does not match up with state school holidays.
- ★ Some suggestions on Community Holiday Programs that are on offer:
 - ◆ Dinosaur Discovery: lost creatures of the cretaceous
<http://www.brisbanekids.com.au/event/dinosaur-discovery-lost-creatures-cretaceous-queensland-museum-south-brisbane/2015-04-22/>
 - ◆ Brisbane City Council library
 - ◆ Story time in the garden – Mt Coot-tha Library
<http://www.brisbane.qld.gov.au/whats-on/venue/library-events#/?i=9>
 - ◆ Children's Story time – West End Library
<http://www.brisbane.qld.gov.au/whats-on/venue/library-events#/?i=20>
 - ◆ Maker Space – Ashgrove Library
<http://www.brisbane.qld.gov.au/whats-on/venue/library-events#/?i=27>
 - ◆ CIRCA – Carnival of animals
<http://www.brisbanekids.com.au/circa-carnival-of-animals-ipswich-civic-centre-april-2015/>



UPCOMING DATES

APRIL 2015

- 03rd Good Friday
Public Holiday
- 06th Easter Monday
Public Holiday
- 7th Holiday Kindy begins

- 13th Term 2 Starts
- 22nd Board Meeting
- 25th Anzac Day
Public Holiday

MAY 2015

- 06th Mother's Day
Celebration
- 16th Working Bee
- 20th Board Meeting

JUNE 2015

- 5th Environment Day
- 8th Queens Birthday
Public Holiday
- 17th Board Meeting
- 19th Disco Night
- 26th Term 2 Ends

House Keeping

Kindy Car Park & Safety - a reminder to all parents to take extra care in the car park. On your arrival and departure always take a second look before backing out of the car space and be mindful of any children or other cars to avoid any accidents.

Parking at Kindy around pick-up and drop-off times is always a busy time, particularly when you are in a rush. It can be frustrating but please take your time to avoid any accidents. Recently UQ Security has notified us that a lot of students around the University have been taking advantage of our car park and parking for long periods of time, and as such there have been extra patrols around the Kindy car park. To avoid any confusion please ensure that your car can be identified as a Kindy parent's car by displaying the parking slip issued by the admin building. This slip will allow you 30 minutes of parking on the days you drop off and pick up your child, if you are staying at kindy for longer than 30 minutes please ensure you pop into the admin building and request a visitor parking slip. If you ever experience any issues with Security regarding to your car while you are dropping or picking your child up at Kindy please feel free to come back in and ask either Alexis or me to assist you in the matter.



Gate Safety - when entering and exiting the Kindy please ensure you check the gate behind you, especially if you use the access gate at the back near our Pre-Kindy playground. For the safety of the children please ensure you turn around and check the gate is securely shut.

For the safety of all the children at Campus Kindy we strongly encourage **ALL** parents to use our **MAIN** double gate as your main entrance gate. All other gates around Kindy are identified as emergency exit gates only, and by regulation they are to be used as emergency gates **only** and **NOT** to be used as a daily entrance point. The extra couple of minutes of your time to walk around and use the main entrance gate at the Kindy car park helps with the safety of the children at Campus Kindy.

Sign in and out system (via digital) - please remember to sign your child in and out on arrival and departure of Campus Kindy via the digital signing system. It is important that you do so on each day when you arrive and depart. If you are experiencing any technology issues with the system please come and visit the admin building where we will be able to sort out your issues.

Kindy Fees - just a reminder that all Kindy fees need to be kept up-to-date with two weeks' payment in advance and to always have your account paid in full prior to the term ending. **If you have** any questions or enquiries regarding your fees please feel free to drop by the admin building where Alexis or I will be able to assist you with any matter.

Immunisation update - it is a requirement from the Office of Early Childhood that we have a documented record of all children's immunization records. Please ensure that you let us know EVERY TIME YOUR CHILD HAS ANOTHER IMMUNISATION.



Late Fee - a friendly reminder for parents as per regulations that the Kindy's closing time is 5:30pm. A late fee will be applied if children are collected after 5:30pm. The fees are to cover the cost of the staff who stay back at the centre with your child.

The late fee structure is as follows:

- ◆ \$20 for the first five minutes after 5:30 pm;
- ◆ \$1 per minute for each minute thereafter.



Reminders to Parents

- ★ A reminder to all families that Campus Kindergarten is NUT and CHOCOLATE free. We have children in our care who have a severe nut allergy; please take extra care in ensuring that there are **NO** foods that contain any trace of NUT. Campus Kindy MUST ask ALL families to double-check all the food that is brought into the centre and ensure that it is **NUT** and **CHOCOLATE** free.
- ★ Ensure you pack two spare changes of clothes to suit the weather or for those unavoidable accidents



Arrival of Kindergarten - on arrival at the Kindergarten, children MUST be taken to a classroom teacher. Children MUST be signed in each day; this is a government regulation. The opening of the Kindy is at 7:50am; please ensure your drop-off time is not earlier than our opening time.

Campus Kindy Website - regularly check our website as new items are being constantly added, and please remember to provide us with some feedback!!!

Lost property - at the end of each term there is always a BIG collection of lost property. Anything that has not been claimed for more than four weeks will be added to Kindy's spare clothes collection. To help reduce the lost property at Kindy please ensure all items are clearly labelled with your child's name.

Material donations - at Campus Kindy we always look at different ways to reduce and recycle. This can be simple things like materials for children to use in art and craft. So to help, you can bring along anything from home from the list below.

- ◇ Empty cupboard boxes (small or medium sized)
- ◇ Scrap paper - ensure it does not contain any confidential or sensitive information
- ◇ Paper towel roll only
- ◇ Juice or milk bottle lids
- ◇ Tissues boxes
- ◇ Big painting paper
- ◇ Anything that is recyclable to be used as art material



PRE-KINDY NEWS

Term 1 is always a busy time. This year we welcomed Lara into the Pre-Kindy room.

In Pre-Kindy we have focused a great deal on the social and emotional wellbeing of children and families. Settling in can take some time as it requires patience and understanding. Yvonne, Allyce and Lara have engaged the children in building positive and reciprocal relationships.



This term Yvonne has initiated the children's interests in many different areas. The children have been so busy working in our garden planting strawberries, flowers, carrots and much more with the help of Yvonne and David (who is teacher Amy's Dad). We are so lucky to have this link to the community. If

anyone would like to come in and share in this project please speak to any of the Pre-Kindy teachers. Yvonne has also been sharing her extensive knowledge in the area of sustainability. The children have read books about recycling where we discussed what happens to all the rubbish when it leaves the bins. The book 'Superworm' also sparked interest about the compost and worm farm. The children have been doing a great job at sharing their lunch scraps and giving them to the worms.



Lara has been helping children develop important social skills with a focus on sharing and turn taking. We have been reading lots of wonderful books to the children that illustrate the importance of sharing and how helpful it is when we use nice words. The children also made a beautiful friendship chain that we have displayed in the classroom; it is a symbol of our connection together.



Following all the discussions on the weather and rain, Lara has been engaging the children in songs about the days of the week and discussions about the seasons our change into autumn. This ignited conversations about the leaves and how they change colour. Through art the children further explored this by leaf rubbings and looking closely



at the patterns of the leaves.

This term Allyce and the children made revelations about the rain and the weather with inspiration from Cyclone Pam. Rain experiments were conducted to see how much rain fell over the week and weekend; however, before we could gauge any results the buckets got too full and overflowed! Allyce and the children made rain drawings, there was rain interpretive dance and some calming rain meditation and relaxation. This sparked interest in yoga and movement. The children have been making up poses, going on yoga journeys and enjoying some wondering relaxation sessions. More recently there has been some interest in PE and sports so



together the children and teachers have been setting up obstacle courses to refine balance and agility, ball runs and areas where the children can practise throwing and catching. What a wonderful term of learning.



Kindy A News



This term in Kindy A we have started to work with Skye (Tess' mum) on an art project. The children have been really interested and engaged with the tissue paper lanterns. We have had an overwhelming amount of parental support with this project, so thank you Kindy A parents. Catherine (Freya's mum) has offered to lead some yoga sessions next term linked to this project. Watch this space!

This term the children have been benefitting



from cooking activities, in which we teach measurement, encourage children to explore their senses and possibly entice them to try new foods! Cooking

is a beneficial skill, which can also teach the children about different types of ingredients and healthy eating. By educating children about cooking

and introducing them to fun and tasty recipes, they will be able to make better eating decisions. Cooking also teaches the children about the importance of hygiene and food safety. Before cooking, it is essential to wash hands, cooking implements and fruits and vegetables. Children learn that food safety is important to ensure that others do not get sick from foods cooked. Ash has been teaching the children about sustainability. In Kindy A we collect all food waste scraps to redistribute to the chickens, worms and possums. Children who spend time cooking understand proper use of knives and other sharp tools. They also learn about working with hot items, such as the microwave oven or stove. These are important skills.



Michelle has been teaching the children about different emotions and how to cope when trying to self-regulate. The children have really enjoyed this topic. When are Kindy A happy? Tinka: When I am playing with my friends that makes me happy. Rihanna: I like playing with my kite. Zoe: I am happy when I am playing with my sister. Colby: I like playing with my brother. Logan: I am happy when my mummy gives me hugs at night. Leo: I am happy when my dad takes me camping.

Thanks for a great term. Ash, Michelle and I are all looking forward to Term 2!

Kindy B News



At the start of the year, it is important to support the children as they settle into their new environment and help them develop a sense of identity and belonging. To help the children develop in these areas, we have implemented different activities over the duration of the term. Claire has worked with each of the children to create self-portraits by looking in a mirror and drawing the features they recognise. We have also worked on helping the children to develop relationships with their peers. This has been achieved by playing games that help promote teamwork.



As a teaching team we believe it is important for young children to develop their knowledge and understanding of emotions and learn how to regulate them. Throughout the term we have also engaged the children in activities that promote emotional development. The children have done wonderful work creating pictures of different emotions. They have also had a lot of fun using puppets to act out scenarios that focus on different emotions.



Towards the beginning of the year the Campus Kindy community celebrated Chinese New Year. Leading up to Chinese New Year, the children learnt about the significance of the Chinese Dragon and watched videos of the traditional Chinese Dragon dance. They developed a significant interest in the Chinese Dragon so they worked together as a class to create their own Chinese Dragon.



healthy snack foods.

The Kindy B children have also started to learn about the significance of the worm and compost bins. At the end of each day the children have helped to take the food scraps from throughout the day up to the worm and compost bins and also the chickens. Amy also started to implement a 'From the Garden to the Plate' project which focuses on using the fresh produce grown in our gardens to create different



Calendar of Events



APRIL 2015

School Terms Public Holiday Campus closure
 Vacation Program Campus Kindy Event

	MON	TUE	WED	THU	FRI	SAT	SUN
WK 10			Easter Events	TERM 1 END	Easter Good Friday Public Holiday		
VAC WK 1	Easter Monday Public Holiday						
WK 1	TERM 2 START						
WK 2			BOARD MEETING			ANZAC DAY Public Holiday	
WK 3							



MAY 2015

School Terms Public Holiday Campus closure
 Vacation Program Campus Kindy Event

	MON	TUE	WED	THU	FRI	SAT	SUN
WK 3							
WK 4			Mother's Day Celebration				
WK 5						WORKING BEE	
WK 6			BOARD MEETING				
WK 7							



JUNE 2015

School Terms Public Holiday Campus closure
 Vacation Program Campus Kindy Event

	MON	TUE	WED	THU	FRI	SAT	SUN
WK 8					Environment Day		
WK 9	Queen's Birthday Public Holiday						
WK 10					Discs Night		
WK 11			BOARD MEETING		TERM 2 END		
VAC WK 1							

happy birthday

APRIL

- 05th Gabriel
- 08th Andrew
- 10th Clara
- 16th Jakey
- 16th Logan
- 27th Troy
- 29th Senibua
- 30th Markus



MAY

- 04th Atticus
- 04th Xavier
- 04th Maisey
- 14th Chen Yuan
- 30th Patrick
- 24th Dana
- 27th Noah
- 30th Patrick
- 30th Elizabeth



JUNE

- 02nd John
- 03rd Evelyn
- 04th Allegra
- 05th Vincent
- 07th Tasman
- 08th Katinka
- 12th Archit
- 14th Louisa
- 16th Minah
- 20th Ethan
- 21st Kylie



National Quality Framework Updates



Australian Children's
Education & Care
Quality Authority

Quality Area 7 : Leadership and Service Management



1 Educational
program
and practice

2 Children's health
and safety

3 Physical
environment

4 Staffing
arrangements

5 Relationships
with children

6 Partnerships
with families and
communities

7 Leadership
and service
management

? **WHY IS IT
IMPORTANT?**
Quality education
and care is built
on effective
leadership

The service is well managed and provides a safe and healthy learning environment.

Examples of what to look for:

- The service has a positive organisational culture.
- Educators are valued and have a clear understanding of the service's goals and expectations.

The **National Quality Framework** introduces a new quality standard to improve children's education and care services across Australia. Seven quality areas help ensure your child is given the best possible start in life. Over time, all Australian services will be rated against the National Quality Standard.

7

Nutrition Snack Recipes

Gluten Free Blueberry Scones



INGREDIENTS:

- ◆ 2 cups gluten free plain flour
- ◆ 1 tablespoon baking powder
- ◆ 1/2 tsp. salt
- ◆ 5 Tablespoons butter
- ◆ 2 eggs
- ◆ 1/3 cup milk
- ◆ 1 cup blueberries (fresh or frozen)

METHOD:

Step 1 : Preheat oven to 180

Step 2: Combine dry ingredients, and cut in butter until mixture resembles coarse crumbs.

Step 3 : In a separate bowl, beat eggs until light and frothy (I beat them for 3-4 minutes). Add dry ingredients. Stir in just enough milk to make a biscuit-like dough.

Step 4 : Carefully mix in blueberries. I really didn't want my blueberries smashed and turning my dough purple, but it's kind of hard to avoid when you're using frozen blobs. Fortunately, it still tastes the same.

Step 5 : Turns dough onto baking paper, and shape into a thick circle with floured hands.

Step 6 : Cut dough into 8 wedges, you can use a spatula to slide the wedges away from each other so they don't stick back together as that rise in the oven.

Step 7 : Brush with milk, dust with sugar and place in the middle of the preheated oven.

Step 8 : Turn temperature down to 170.

Step 9 : Bake for 20 minutes.

Nutrition Snack Recipes

Allyce's Paleo Pancakes



INGREDIENTS:

- ◆ 4 eggs
- ◆ ½ cup fruit puree of choice (my favourites are applesauce, pear puree, butternut squash puree, pumpkin puree)
- ◆ 1 teaspoon pure vanilla extract
- ◆ 1 teaspoon cinnamon (or other spice of choice)
- ◆ ¼ teaspoon baking soda
- ◆ ⅔ cup almond flour
- ◆ Coconut oil/butter for the pan

(Makes about 8-10 small pancakes)

METHOD:

Step 1

In a bowl, stir together the wet ingredients (eggs, fruit puree, vanilla).

Step 2

In another small bowl combine the dry ingredients (almond flour, cinnamon, baking soda). Whisk the dry ingredients into the wet ingredients until combined.

Step 3

In a frying pan heat up a little coconut oil or butter. Pour a little batter into the pan (I make my pancakes about 2x2 inches as my kids like small pancakes). Use medium to low heat as these pancakes can burn easily. Cook about 2-3 minutes per side until golden brown.

Policy Review / Feedback



Dear Campus Kindy Community,

We are constantly updating and renewing our centre's policies to provide the best quality care. We would appreciate any input or ideas you may have to contribute to our centre policies. Please read the attached policy and provide any feedback you may have .

NOTE: Other policies are also available for access in the admin building.

POLICY OF THE MONTH:

- Family Participation Policy
- Philosophy and Mission Statement

Policy Name: _____

Please feel free to write down any feedback and comments and return this section to the office.

Lady Gowrie Community Kindergartens

FAMILY & COMMUNITY PARTICIPATION POLICY

CONSIDERATIONS:

NATIONAL QUALITY STANDARDS	6.1, 6.2, 6.3
NATIONAL LAW ACT & NATIONAL REGULATIONS	Law: Section 172, 175 Regulations: 73,75-76, 86, 99, 102, 111, 157, 168, 171, 173

POLICY STATEMENT:

Lady Gowrie (QLD) acknowledges the importance of family participation and community engagement in the delivery of programs across the Early Childhood Sector.

Each service will provide opportunities for families to engage and participate in the program and work together with Teachers and Educators for the best outcomes for the children engaged in the program.

Each service will build relationships and engage with the local community.

RELEVANT FORMS/MATERIAL:

- Kindergarten Enrolment Form
- Kindergarten Handbook
- Lady Gowrie Community Kindergartens Family Survey
- Lady Gowrie National Quality Framework: Quality Improvement Plan Policy
- Kindergarten Service Quality Improvement Plan
- ACECQA Information Sheet: National Quality Framework Overview

SOURCES:

- Belonging, Being & Becoming – The Early Years Learning Framework for Australia – Information for Families
- Queensland Kindergarten Learning Guideline
- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- Kids Matter www.kidsmatter.edu.au
- ACECQA www.acecqa.gov.au

(Accessed 2014)

REVIEWED: December 2014

Date of Review: June 2016

INFORMATION FOR FAMILIES

By working together families and educators can enhance a child's learning and wellbeing.

Families are encouraged and supported to share information with staff and engage in the kindergarten program in the following ways;

- Sharing information during enrolment and throughout attendance at the program.
- Providing resources for the program related to topic of current interest, recycled donations such as paper and other craft resources or as discussed with staff.
- Participating in the program during session time or facilitating tasks outside of hours as required eg covering of books, preparation of resources, maintenance of grounds.
- Participating in documentation through comments on the daily write up, contributing to ongoing displays or individual children's portfolios.
- Participation in social events organised throughout the year including offering suggestions about events to hold.
- Sharing feedback or suggestions with staff through preferred communication method of the family. This may include verbal communication, phone or email.
- Participating in the review of the service's policies, philosophy, Quality Improvement Plan (QIP) or other documentation as applicable.
- Participate with the Teacher/ Educator in the development of a transition statement for your child. A transition statement is a summary of a child's strengths, interests and progress during their kindergarten year.

Committee of Management The kindergarten service is managed by a volunteer parent committee, parents are able to nominate for positions on the committee at the Annual General Meeting. Information in regards to the committee and positions is outlined in the service handbook. All families are welcome to attend committee meetings, the proposed agenda and details of these meetings will be displayed at the service.

If families have further suggestions on ways in which they would like to participate in the kindergarten program staff are available to discuss these at a convenient time.

<p>WHAT STAFF SHOULD DO</p>	<ul style="list-style-type: none"> • Create a welcoming environment for all families using the service. • Engage with families in a professional and respectful manner at all times, welcoming discussion about the program and service as relevant to their child's, family or community interest and needs. • Staff recognise the expertise of families and their shared decision making in regards to their child's learning and wellbeing. • Respect family preferences and perspectives discussing how the program can be delivered in a way which upholds these values within the service philosophy. • Provide the opportunity for families to engage with staff or contribute to the service in a variety of ways both during and outside of the hours of the program as appropriate. • On enrolment and throughout the year share with families ways in which they may like to contribute to the program e.g. placing areas for feedback on displays and inviting feedback through newsletters and / or email contact. • Ensure that current information about the service is always available to families and keep a record of all information shared with families. • When appropriate discuss and support families in accessing community resources. • As a service and with the committee the staff will reflect on their engagement with families on a regular basis to identify if further strategies can be implemented. (It is recommended that this occurs in association with the quarterly Quality Improvement Plan review). • Have service information regarding the provider approval, the service approval, the Nominated Supervisor, staffing arrangements, responsible person, rating of the Service under National Quality Framework, Service waivers and any other prescribed matters available and clearly visible at the main entrance.
<p>COMMUNITY ENGAGEMENT</p>	
<p>WHAT STAFF SHOULD DO</p>	<ul style="list-style-type: none"> • Staff and or committee members should source current information about community services and resources to support parenting and family wellbeing, displaying this for families at the service. Information about local early childhood events will be shared with families as appropriate (e.g. play groups, concerts, under eights week, story time sessions at the local library) and where applicable referral pathways established to promote support and best outcomes for children and families.

	<ul style="list-style-type: none"> • Staff and or committee members should maintain current contact details for local support services. • Staff will collaborate with other organisations and service providers to enhance children’s learning and wellbeing (e.g. child protection agencies, early childhood intervention services, family support agencies, health professionals, and local early childhood events). • Staff will provide an environment that reflects the lives of the children and families using the service and the cultural diversity of the broader community, including Aboriginal and Torres Strait Islander communities. • Staff will network with other early childhood education and care professionals during professional development sessions and when appropriate ongoing relationships will be formed.
--	--

NATIONAL QUALITY FRAMEWORK – QUALITY IMPROVEMENT PLAN

<p>HOW CAN FAMILIES PARTICIPATE</p>	<p>What is the National Quality Framework? Every parent wants to give their child the best start in life.</p> <p>That is why the Australian Government and state and territory governments introduced changes to improve the quality of Australian education and care services from 1 January 2012.</p> <p>Previously, quality standards across early childhood education and care services varied. The National Quality Framework for Early Childhood Education and Care (National Quality Framework) sets national quality standard for education and care services across Australia. This creates greater consistency between services and across state and territories. Under the National Quality Framework, education and care services are be assessed and rated against seven key Quality Areas.</p> <p>This quality ratings system will help you to make informed choices about the education and care you choose for your child. (Extract from <i>Child Care News (Department of Education, Employment and Workplace Relations)</i>)</p> <p>In 2012 each service undertook a self assessment process in which they use the National Quality Standard to assess their performance in delivering quality education and care. From this self assessment the service composed their first service Quality Improvement Plan which details the outcomes of this self assessment process and plans for future improvements.</p> <p>The participation of families, children and community stakeholders is essential and highly valued in the development and review of the current service Quality Improvement Plan.</p>
--	--

	<p>Families, Children and Community members are invited to be involved in the quarterly review of the services Quality Improvement Plan or at any time discuss the services performance with staff or committee members.</p>
--	--



"to find one's life compass..."

Our Philosophy

The teaching team is committed to a philosophy and approach that encompasses:

- A respectful image of each child who is competent and capable;
- The rights of children, parents and teachers;
- Education for meaning and understanding (holistic);
- Valuing human dignity, participation and freedom;
- Developing and supporting social skills to enhance communication;
- Valuing discussion and debate where it fosters enquiry, theorising and problem solving;
- Learning the intrinsic values of each individual and each culture in order to make these values extrinsic, visible, conscious and sharable;
- The child's role in constructing knowledge through exploration and relationship;
- The role of the teacher as co-researcher and co-creator in the learning process;
- The documentation of learning experiences, revealing potentials that often go unrecognised.
- The concept of making learning visible (a process of telling important stories);
- The importance of the school environment as a source of well-being and an educational force;
- The use of a wide range of media and materials to foster self-expression, learning and communication (the 'Hundred Languages');
- The value of differences (individuals, gender, race, culture, religion) and the value of equality;
- The value of participation, or, participation as a value;
- The value of collaboration among all participants in an educational system;
- The interrelationship and reciprocal influences of children, parents and teachers;
- The relationship between the centre and the community;
- The enhancement of lives of children through educational-social systems;
- The value of play, of fun, of emotions, of feelings;
- The value of research to inform decision making and practice.

What do the teachers strive to help the children do?



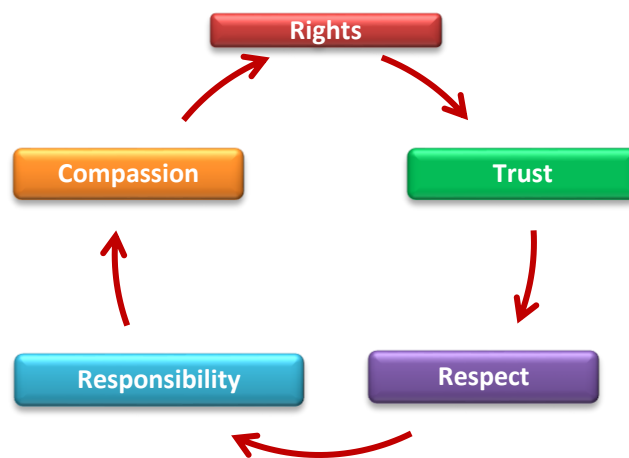


Mission Statement

“To follow one’s life compass”

Campus Kindergarten is a vibrant learning community where families, staff and the University of Queensland work together to create a rich environment that supports the development of, and adds to, each individual’s life compass.

The strong community culture fostered at Campus Kindergarten is built upon the following concepts and actions that reflect these concepts:



A shared understanding of these concepts enables members of the campus Kindergarten community to nurture strong relationships and friendships, which are the cornerstone of quality early childhood education and care. Parents are encouraged to take an active part in all aspects of the life of the centre, making their association with Campus Kindergarten enjoyable and enriching.

At Campus Kindergarten we aim to:

- Build and foster a sense of community that is inclusive and welcoming and respectful of the values, beliefs and practices of all cultures and backgrounds
- Empower and include all individuals
- Focus on developing the whole person
- Create a safe, nurturing, challenging, stimulating, sustainable and aesthetically pleasing environment
- Adopt teaching and learning and professional development practices that reflect the principles of a Reggio Emilia approach to early childhood education and care

The Reggio Emilia principles are:

- a pedagogy of relationships enabled by a pedagogy of listening;
- the image of the child's potentials and rights;
- pedagogical documentation;
- communication and collaboration - both within and between groups of children, parents, and teachers;
- the importance of a continuing dialogue with the community;
- the physical environment as 'an educator' in its own right;
- the Hundred Languages for children;
- the child and teacher as researchers; and
- a curriculum that uses projects as a vehicle for children and teachers to construct knowledge and understanding through small-group collaboration.