



ST JOHN'S
GRAMMAR

ELC

Philosophy Statement

Our St John's Grammar School Early Learning Centre is located adjacent to the Junior Campus in the foothills of Adelaide and next door to the beautiful Belair National Park. The ELC has established a campus that mirrors the bushland setting of the area.

As a part of a three campus school community, the ELC represents the start of the St John's schooling journey, guided by the School Values of Community, Innovation, Empowerment, Achievement and Creativity.

Our children learn through nature-based play and education as they experience connections with our natural world. We believe that all children have the right to access high quality education, thoughtfully constructed and delivered by experienced, dedicated and passionate educators.

Central to our mission is the promotion of connectedness and community, one where our young people feel a strong sense of belonging and value.

Educators understand and value the important component of early development and understanding through play based learning.







Relationships

Secure, strong, loving relationships are at the foundation of everything we do.

Relationships

How this influences our practice:

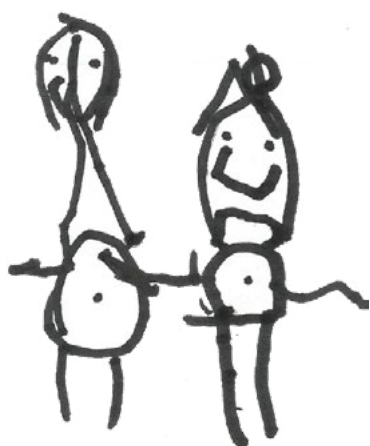
Children learn best when in a respectful, supportive and nurturing environment that values diversity and inclusion. All children and families have the right to feel safe, secure and to develop a sense of belonging to our ELC and St John's community.

We create an inclusive and equitable environment, recognising and celebrating the individual strengths and experiences each child and their family brings to our ELC community.

Educators view families as the child's first educator and acknowledge each family knows their child best, as such we value the importance of working together in partnership.

Educators act as a part of the child's 'village', working alongside families, other service professionals, and the wider community to support the learning autonomy and potential of each child.

Educators foster children's understandings of their relationship to the natural environment and the interdependence between people plants, animals and the land.



"It's me and William, and we're holding hands" - Louie





wellbeing

Children who develop their social and emotional wellbeing are resilient and confident learners with a strong sense of self and equally strong sense of team.



wellbeing

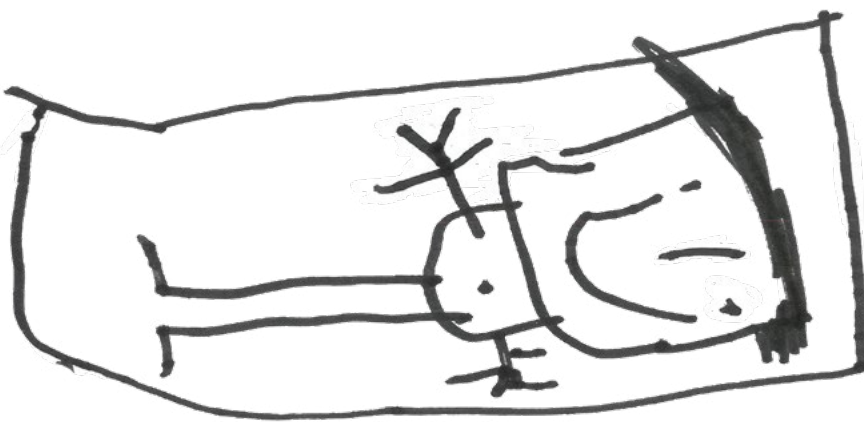
How this influences our practice:

Wellbeing is fostered through supporting children's social and emotional, physical, cognitive and spiritual needs. We acknowledge the varied foundational skills children possess, adopting a holistic approach to support their learning.

We provide an environment where children feel safe to explore, initiate rich learning, thrive and feel free to express themselves.

We value an integrated and interconnected approach to developing the whole child. Our educators take an intentional role in promoting children's sense of identity as a member of the St John's school and wider local community.

We explicitly teach and reinforce a way of thinking and acting that often puts the interests of others front and centre.



"I like doing some yoga at ELC"
- Molly





Sustainability and the Environment

We acknowledge the Aboriginal and Torres Strait Islander peoples as the original caretakers of the land, and recognise the need to educate children and our community on the importance of caring for and protecting the environment both today and in the future.

Sustainability and the Environment

How this influences our practice:

We strive to embed the unique perspectives, knowledge, histories and cultures of the Aboriginal and Torres Strait Islander peoples within our ELC.

Our daily rituals and sustainable practices are embodied by families, children and educators to promote an ongoing respect for the environment.

We foster a lifelong love and respect of nature and empathy towards all living creatures.

We value time spent in and with nature, exploring and discovering the interconnectedness of our world with signature experiences such as Bush Time in the Belair National Park and Garden Girl.





Curriculum, Pedagogy & Learning

Play based learning provides opportunities for young learners to inquire into how the world works, and explore resilience, persistence and challenge.

Curriculum, Pedagogy and Learning

How this influences our practice:

We believe there is joy in learning and aim to develop a sense of awe and wonder in each child, harnessing the magic of childhood.

Children are viewed as confident, competent and capable and educators enable them to explore these dispositions through their daily rituals.

We provide opportunities in an emergent curriculum for children to explore, create,

discover and imagine – valuing the child's voice and empowering them to be self-motivated in driving their own learning and decision making.

Children are given choices, opportunities and responsibilities to build on and extend their knowledge and understandings of the world around them.



"I'm going on the swing and the monkey bars - that's my favourite thing at ELC" - Chloe

Curriculum, Pedagogy and Learning

How this influences our practice:

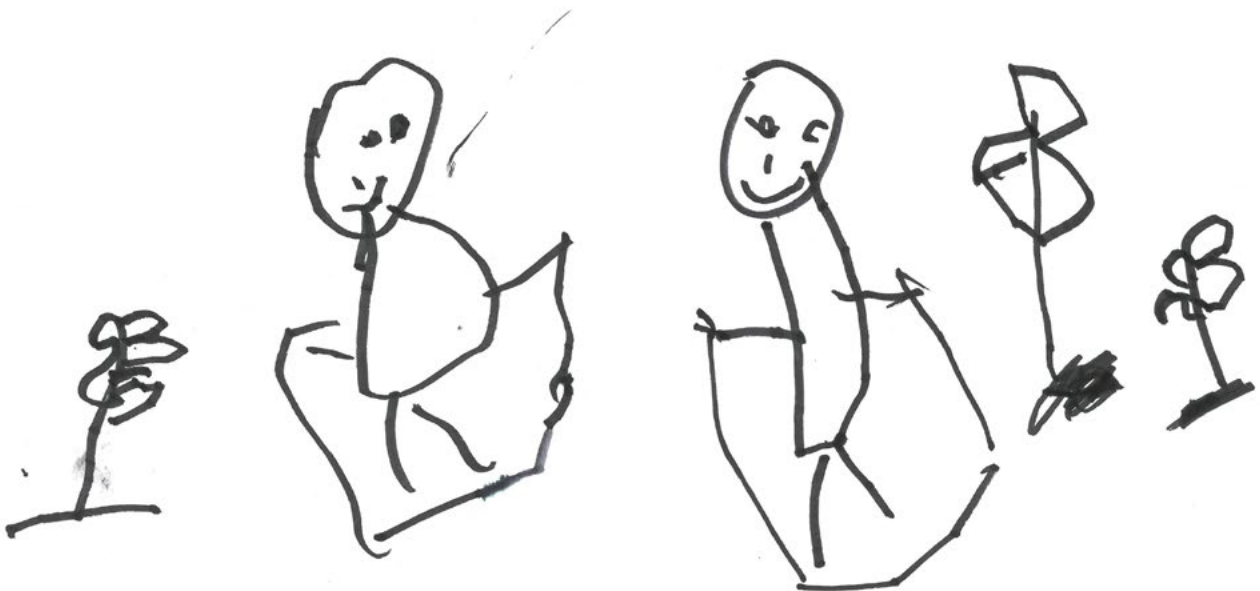
Through play, children develop understandings and skills on how to be collaborative and supportive with others.

Educators are responsive, intentional and encouraging as they scaffold and support children's learning.

We value the importance of uninterrupted play, gifting the children the luxury of time to explore, engage, extend and revisit their learning through short- and long-term projects.

Educators believe that the repetition of experiences reinforces concepts leading to mastery. Therefore, we prepare the environment to allow access over time to a range of experiences and materials with multiple points of entry.

As a part of our commitment to continuous improvement, educators consistently reflect and review our processes and praxis.

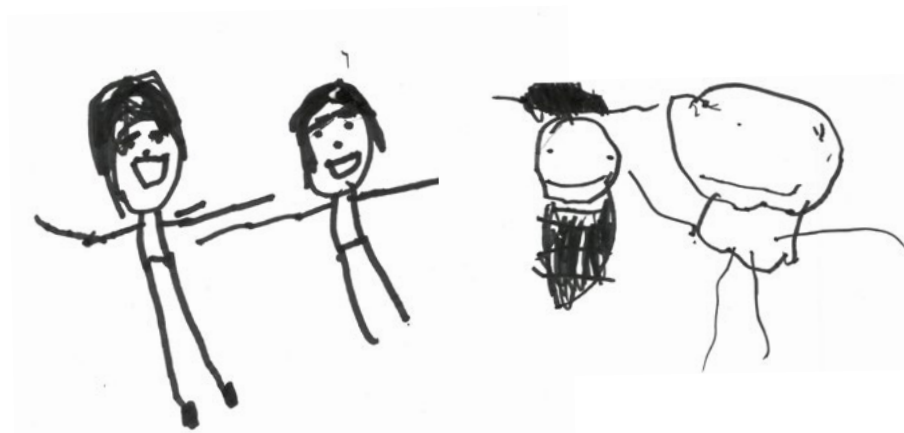


"Going on the swings together"
- Lila



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Thank you to our artists, Louie, Kit, Chloe, Abigail, Zara, Molly, Max and Lila from ELC4