



Philosophy Statement

Our philosophy reflects our guiding principles, beliefs and standards in relation to caring for children and their families.

When reflecting on our beliefs we acknowledge the key guiding principles of the National Legislation and The Early Years Learning Framework.

Our Vision

We aim to provide flexible quality care and education that meets the needs our families.

We aim to provide a caring, safe and secure environment where children are treated equitably and differences are valued. We believe children should be involved and interested learners.

We aim to support and welcome Families and Caregivers, creating connections with the wider community. We believe educators should be supported in lifelong learning.

We believe that sustainability in early childhood education is an important part of the curriculum. Creating natural environments and providing natural materials is one way for sustainability to occur.

Relationships with children

We believe that the rights and best interests of children are the most important and significant factor in caring for children. We believe that educators should respect and advocate for those rights and act in their best interests.

We believe that educators should listen to children, and show that they are interested in how they think and feel. Secure, respectful and equitable relationships should be maintained and educators should be actively involved in children's learning.

We believe that we should create an environment that is safe and secure and support positive peer relationships. We believe that relationships with engaged caregivers support learning outcomes and child development.

We value children as competent capable learners. We believe that planning for children's learning, including documenting children's interests and strengths and informs future learning. The Early Years Learning Framework is central to our practices and informs curriculum decision making.

We believe it is important to engage children in discussions about sustainable practices. Educators and children should work together to make sustainable practices a part of everyday learning.

Professionalism, Reflection and Lifelong Learning

We believe that educators should be supported in lifelong learning with a range of learning opportunities and professional development plans.

We believe that there should be a consistent approach to professional standards, confidentiality and an accepted code of conduct.

We believe that best practice is achieved when professional standards are maintained and decision making processes are documented.

We value effective and respectful communication between educators. We value collaborative relationships based on trust, respect and ethical behavior. Interactions and relationships are supportive, and positive.

We believe that critical reflection on our own practices, improves relationships and understandings. Information is shared and assists continuous improvement. The performance of educators is evaluated and individual learning plans are developed.

We believe that effective leadership involves sharing knowledge, decision making and managing change.

Collaborative Partnerships with Families and Communities

We believe that the role of parents and families should be respected and supported. We recognise that collaborative relationships with families are central to the education that children receive and the quality of their learning outcomes.

We believe families should be involved in our service and contribute to children's learning and decision making roles. We believe that effective relationships with families are based on mutual respect and understanding. We believe that relevant information about our program and their child's participation in the program should be shared with parents

We recognise that while families share common goals for their children's wellbeing and learning they approach child rearing and parenting in many different ways.

We believe in collaborations between educators and community. We create connections share information and provide a link between families and other agencies and supports available to them to achieve best outcomes for children and their families

We believe our community is enriched by the diversity of cultural and social backgrounds of its families and the principles of equity, and inclusion underlie our practices. We recognize the importance of extended families, guardians, kinship and those who are important in children's lives. We value community connections including Australia's Aboriginal and Torres Strait Islander cultures.

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