

Toongabbie Children's Early Learning Centre

SERVICE PHILOSOPHY

Children - We see children as unique and capable individuals, who come to our Service with their own interests, talents, skills, and ideas. We as Educators are well trained and passionate. We value, respect and appreciate this uniqueness. We feel children have a right to be active participants in their own learning and must be empowered to express their views and ideas. A child's opinion must be valued for its validity to their perspective and their autonomy and initiative needs to be respected. We as Educators will protect and cherish the innocence of children and thus provide a safe and secure environment. As we unpack the Early Years Learning Framework (EYLF) we will work alongside your child to actively promote children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills.

Family - We acknowledge that family is the most important and influential aspect in the lives of young children and the significance of their relationships cannot be underestimated. We aim to ensure we involve parents and families into all aspects of the programs development and implementation. We strive to develop positive, mutually respectful relationships with each family member, as we work in partnership to achieve the best possible outcomes for all. We believe that working in partnerships with families is central to ensuring continuity and progression in a child's learning, development and future success.

Program - In Early Childhood Education the curriculum is not the focus, the children are. We feel that a meaningful, integrated, emergent curriculum using EYLF as the Framework is the most beneficial to children's learning across all developmental domains. A curriculum in which children are active participants and collaborators allows for a more individualistic and meaningful involvement by the children. We believe children are unique individuals who develop at their own rate, and thus by providing enriching, meaningful and realistic opportunities children will explore, create, discover, and imagine. Our programs reflect planned and spontaneous experiences designed to support children's development in all domains. Through the EYLF, the program will see Educators use intentional teaching, (it's deliberate, purposeful and thoughtful). Educators who engage in intentional teaching recognise that learning occurs in social contexts and that interactions and conversations are vitally important for learning. They

actively promote children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills (EYLF).

Educators - For the Educators In any early childhood setting, team work and effective communication are essential requirements for positive outcomes across all aspects of the Services' functioning, for 'together everyone achieves more". Educators are responsive to all children's strengths, abilities and interests. We will value and build on children's strengths, skills and knowledge to ensure their motivation and engagement in learning (EYLF). We aim to create an environment of trust and respect, where we work towards achieving a shared goal. Ongoing education and training is a critical aspect of staff's professional development. It is through accurate evaluation and assessment, which occurs when we critically reflect on our actions, that we are able to identify areas which may be considered a skill and those which may need further development. We recognise Educators/Staff as our Service's most precious resource and aim to provide them with a satisfying and safe working environment. Further we also appreciate the experience and skills of all Educators/Staff. We appreciate their dedication as an integral element of the success of our Service.

Community - We strive to be seen as a Service of Excellence within our community, a Service which values community involvement in all aspects of our program. A Service where community resources are utilised effectively, to enhance the growth and development of individual children, families, and Educators/Staff.

Environment - Children inherit connection to the natural world and, as Educators/Staff, we understand that children often develop their ideas and understandings of the world around them from the information presented to them by the significant adults in their lives. As we are one of these significant adults, we have a responsibility to present a positive approach to the environment. We also embrace diversity within our Service and the wider community, so that children view this diversity with a sense of appreciation and wonder rather than misunderstanding and fear. Through respect, acknowledgement, appreciation and acceptance of diversity within our Community, our Service will embrace, celebrate and share traditions and cultures throughout our program. Learning environments are welcoming spaces when they reflect and enrich the lives and identities of children and families participating in the setting and respond to their interests and needs. Our Service will cater for different capacities and learning styles and invite children and families to contribute ideas, interests and questions (EYLF).

Source: Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments.

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