

## **PHILOSOPHY STATEMENT**

We aim to provide quality care for children, which allows them to reach their full potential, which in turn complements care within the family and supports parents/caregivers, Educators and the community.

## **VISION**

A centre where children, their families and Educators flourish.

## **VALUE STATEMENT**

**Excellence:** We demonstrate professional and educational excellence, by continuously improving our curriculum, practices, and relationships

**Inclusion:** We value all individuals and embrace diverse backgrounds, beliefs, and cultures

**Community:** We recognise the interconnectedness between our rooms, our families, our local community, and the community of educators

**Sustainability:** We deliver a service that is environmentally, financially, and socially sustainable

## **PRIORITIES**

There are five priorities which will guide management efforts and activities to achieve the vision. Each priority area has a specific focus and aim for what can be achieved in the life of this five-year strategic plan.

**Curriculum & philosophy:** We will develop, use, and refine an educational philosophy to provide the best outcomes for our children and opportunities for our educators.

**Governance:** We will review the current governance framework, documenting and streamlining practices and processes to ensure the service is operationally, environmentally, financially, and socially sustainable.

**Community engagement:** We will strengthen our partnerships with families, local schools, community organisations and businesses, because the centre, our educators and families are an important part of the local community.

**People & Place:** We will ensure our educators are trained and supported, and our children and families are welcomed in a stimulating, safe, learning environment.

**Marketing:** We will promote our service to families and the local community, to foster engagement and build sustainability.

## **VISION FOR RECONCILIATION**

Our vision is:

- To build strong relationships with Aboriginal and Torres Strait Islander people within the community, bringing diverse groups together to learn from one another and grow together towards a shared outcome.
- To strengthen respect, actively value Aboriginal and Torres Strait Islander perspectives, foster belonging, and create unity amongst all.
- To acknowledge and recognise the histories and cultures of Aboriginal and Torres Strait Islander Elders and Traditional Owners past, present and emerging.

## **ACKNOWLEDGEMENT OF COUNTRY STATEMENT**

We acknowledge that the Lands that we meet on today are the traditional Lands of the Kurna people and we respect Kurna people's spiritual relationship with Country. We also acknowledge the Kurna people as the custodians of the greater Adelaide region and that recognise that their cultural and heritage beliefs are of continued importance today.

We pay our respects to Aboriginal and Torres Strait Islander Elders of the past, present and emerging.

## **APPROVED LEARNING FRAMEWORK- EYLF**

We believe that the provision of a warm, nurturing, and secure environment will support children's learning, and in turn contribute to a strong foundation for life-long learning.

We will ensure a curriculum is followed which is proven to support, enhance and develop all children to the highest potential. With this in mind, our service will commit to the Australian Early Years Learning Framework (EYLF).

*As written in the EYLF, from before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.*

As a service we commit to themes as written in the EYLF to the concepts of Belonging, Being and Becoming and will be guided by these in our provision of high quality care.

**BELONGING** Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children’s interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

**BEING** Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children’s lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life’s joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

**BECOMING** Children’s identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society

[https://www.acecqa.gov.au/sites/default/files/2018-02/belonging\\_being\\_and\\_becoming\\_the\\_early\\_years\\_learning\\_framework\\_for\\_australia.pdf](https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf)

## **IN RELATION TO CHILDREN**

Each child is important and has individual needs and rights. We believe that children have a right to:

- always feel and be safe, physically, and emotionally
- be unique and express their ideas, creativity, and feelings naturally and freely
- a nurturing, learning environment which develops and extends their talents and adopts principles of equal opportunity and social justice
- a harmonious and well balanced programme which fosters the development of the whole child through the development of physical, social, intellectual and emotional skills.
- participate in all aspects of the curriculum in both indoor and outdoor learning environments
- Be included in the provision of curriculum, play and learning and modifications undertaken wherever necessary to ensure all children can equally access the service

We encourage:

- a sense of self-worth
- the formation of stable, caring relationships with Educators and other children
- the development of independence and personal responsibility
- an awareness and understanding of differences in culture, language, gender, age, needs and ability

- the development of problem-solving negotiation and self-help skills
- an awareness of and respect for our environment

### **IN RELATION TO PARENTS, CAREGIVERS AND FAMILIES**

We believe to best support the service parents/guardians in their role, we as primary caregivers and educators will:

- welcome all families into our centre
- encourage their involvement and participation in all aspect of the service, including Philosophy, principles, policies and procedures
- respect and accommodate their child-rearing practices wherever practical
- exchange information with parents/guardians about their child
- provide information about available children's' and family services
- ensure critical reflection is undertaken to ensure high quality provision of service and a culture of reflective practice is in place

### **IN RELATION TO COMMUNITY**

Our Centre will:

- promote awareness and knowledge of the need for and value of quality childcare
- participate with other community groups, agencies, and services to share resources, and develop a support network
- endeavour to remain aware of and respond to, where possible, the changing needs within our community
- be sensitive to the wider range of social and cultural backgrounds of the community it serves.

### **IN RELATION TO EDUCATORS**

To ensure provision of quality childcare our Educators will:

- recognise children as individuals and understand their needs
- provide a stimulating environment through developmentally appropriate programmes
- work as a flexible member of a team
- will be sensitive to the needs of families and the community, and be able to respond to these needs through open communication
- will ensure the provision of a high quality curriculum following a cycle of planning, implementing and evaluation

In return management are committed to providing:

- encouragement for, and access to, professional development
- opportunities to be involved with decision making in relation to the overall operation of the service
- an environment which is supportive of the individual worker, especially in relation to their physical, professional and emotional needs, beliefs and values.
- ensure suitably qualified Educators are employed
- employ a sufficient number of Educators to ensure the provision of high quality care and education
- ensure educators employed at the service have been fully inducted into the service and understand the philosophy and mission of our centre

## **CHILD SAFE ENVIRONMENT**

The United Nations Convention on the Rights of the Child (UNCRC) outline that children and young people have a right to be safe and cared for, no matter where they are or who they are with. Children have the right to be protected from violence, abuse or neglect. When working with children and young people, it is important to understand children's rights and needs.

We are advocates for children and have a strong commitment to child safety and establishing and maintaining a child safe environment. Our Child Safe Environment Policy embeds a culture of safety and wellbeing within our service to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

Our Service has a legal and ethical responsibility to provide a safe and friendly environment where all children are respected, valued and encouraged to reach their full potential. Children's safety is paramount, and we aim to take all practical steps to protect children from harm, ensuring a healthy and safe environment. Our Service provides children and staff with an environment free from the use of tobacco, alcohol and illicit drugs.

Children and young people always have a right to be safe and protected. All educators and management have a legal and moral duty to protect children from harm. It is essential when working with children to be aware of indicators of harm and be able to recognise and report concerns regarding suspected harm or protection concerns. Staff are given information and training about child protection law and any obligations they have under that law. To comply with legislation and provide a child safe environment, educators will keep up to date with child protection requirements and adhere to our Child Protection Policy. (reg 84).

Nominated supervisors and persons in day-to-day charge must complete a course in child protection approved by the Regulatory Authority on an annual basis. All staff must refresh their knowledge about mandatory reporting each year.

*Detailed in more length in Policy 2.12 Child Protection and Policy 2.13 Child Safe Environment*

## **WELLBEING**

According to the World Health Organisation, adults spend approximately one third of their lives at work. Our work in Early Childhood Education requires sustained high physical, mental and emotional effort to complete our job. A range of workplace determinants can have a negative or positive impact on the health and wellbeing of an employee. Within our Service, we are committed to promoting a positive work environment where the health, safety and wellbeing of our employees is acknowledged and supported.

Wellness is more than just an active process of becoming aware of and learning to make healthy choices for our mental, physical and social needs to ensure our body is maintained and works efficiently. Wellness is “about our overall state of wellbeing that enables us to live and function at our best.” (Queensland Government, 2019, Healthier. Happier. Workplaces).

We believe in providing a healthy workplace that values and enhances the health and wellbeing of our employees. Promoting wellbeing can help prevent stress and create a positive working environment where individuals and organisations thrive. ‘A healthier workplace means everyone wins.’ (Queensland Government, 2019, Healthier. Happier. Workplace).

Our work in Early Childhood Education requires sustained high physical, mental and emotional effort to complete our job. Such sustained work demands can have an impact on the wellbeing of employees. A Wellness Program may help individual employees overcome specific health-related issues. Our Service will encourage employees to create a shared vision to develop a Wellness Program that reflects and addresses the needs of our current staff and creates a wellness culture. Management and staff will co-develop a policy and procedures that supports the health and wellbeing of employees.

*Detailed in more length in Policy 4.7 Staff ‘wellness program’*

## **SUSTAINABILITY AND ENVIRONMENTALLY RESPONSIBLE**

Our Service encourages the awareness of environmental responsibility and implements practices that contribute to a sustainable future. Children are supported to become environmentally responsible and show respect for the environment. We practice and promote sustainability through reducing waste, minimising consumption, and protecting and conserving wildlife and natural habitats.

We believe in educating children about being environmentally responsible which is promoted and supported through daily practices, resource and interactions. Sustainable practice is encouraged within the Service and community, assisting children and families to become advocates for a sustainable future.

Teaching and learning about being environmentally responsible starts with everyday practice. We believe being environmentally responsible should be embedded into the operations of the Service, rather than being a tokenistic 'theme' that is investigated every now and then. Our Service is committed to protecting our environment to ensure a sustainable future for our children. This involves Educators, children and families working together to protect our environment as we educate children about the importance of being environmentally responsible within our everyday practice.

*Detailed in more length in Policy 3.2 Environmentally Responsible*

## **CONTINUOUS IMPROVEMENT**

As a service we are committed to seeking opportunities for continuous improvement:

As an educator through professional development,

As a centre through provision of care and reflective practice,

As a business through sustainability in action,

As a participant in our community.