

Pumpkin Long Day Care Centre

SERVICE PHILOSOPHY

Children

- We see children as unique and capable individuals, who come to our service with their own interests, talents, skills, abilities and ideas.
- We as educators, value, respect and appreciate each child's uniqueness.
- We feel children have a right to be active participants in their own learning and should be empowered to express their views, needs and ideas.
- We believe a child's opinion must be valued for its validity to their perspective and that their autonomy and initiative are to be respected.
- 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.
- As we are guided by the Early Years Learning Framework (EYLF), we work alongside each child to actively promote individual 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 the service's decision-making and all aspects of the program 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 each child's learning, development and future success.

Program

- Our curriculum is all that occurs in our early childhood environment, all the interactions, experiences, events and routines that occur – spontaneously or in an intentional manner.
- Our curriculum decisions are guided by the national framework, the EYLF. It is a play-based curriculum which also recognises the importance of communication and language (including early literacy and numeracy), social and emotional development.
- Our curriculum is a flexible, ongoing cycle of documenting what learning is occurring as well as planning and implementing what is to occur next.
- We feel that a meaningful, integrated, emergent curriculum guided by the EYLF as the Framework is the most beneficial curriculum to children's learning across all learning outcomes.
- Our curriculum allows children to be active participants and collaborators, creating a more individualistic and meaningful involvement by the children.
- Our programs reflect planned and spontaneous experiences designed to support children's development in all domains. Through the EYLF, the program sees educators using intentional teaching (it's deliberate, purposeful and thoughtful) and valuing learning through play.
- We as educators 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.

- Our service is committed to catering for different capacities and learning styles and invite children and families to contribute ideas, interests and questions to our program.

Educators

- We as educators are responsive to children's ideas and play.
- We are well trained and passionate. We value, respect and appreciate each child's uniqueness.
- We as protect and cherish the innocence of children and thus provide a safe and secure environment.
- In our early childhood setting, we believe that team work and effective communication are essential requirements for positive outcomes across all aspects of the services' functioning, for 'together everyone achieves more'.
- We are responsive to all children's strengths, abilities and interests. We value and build on children's strengths, skills and knowledge to ensure their motivation and engagement in learning.
- 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 our 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.
- Our service recognised that educators are an important resource and aim to provide them with a satisfying and safe working environment. Further, we also appreciate the experience and skills of all educators and 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.
- We aim to be a Service where community resources are utilised effectively, to enhance the growth and development of individual children, families, and educators.

Environment

- Our environment is designed to foster children's learning and development and to respond to their individual interests and needs.
- Our play spaces invite children's connection with nature, exploration and discovery.
- 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 believe we have a responsibility to present a positive approach to the environment.
- We embrace diversity within our service and the wider community, so that children view this diversity with a sense of appreciation and wonder. Through respect, acknowledgement, appreciation and acceptance of diversity within our community, our service embraces, celebrates and shares traditions and cultures throughout our program.
- Our learning environments are welcoming and flexible spaces which reflect and enrich the lives and identities of children and families participating in the setting.

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

Review Date: August 2017

Next Review: Feb 2018