



PUMPKIN LONG DAY CARE CENTRE

Our Philosophy

Children:

Educators believe children are capable and resourceful learners who are active contributors to their own learning. Educators actively observe and engage with children, so they can consistently incorporate children's ideas, knowledge, ability and culture into their program and practices and to enhance children's learning and development. All children are seen and respected as individuals, who are learning/developing at different rates. Educators value, respect, appreciate and see each child as a unique and capable individual. Children have a right to be accepted for who they are, be valued for what they bring and be protected from harm at all times.

Children's best interests are paramount. Therefore, we embrace a child-centred program based on the Early Years Learning Framework (EYLF) for Australia: Belonging, Being and Becoming. As 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:

Educators work in partnerships with families to share their perspectives and deepen their connections. These partnerships are characterised by mutual appreciation of each other's knowledge, expectations, values and aspirations. These partnerships also include shared decision making about the ways in which educators and families can work together to support each child's learning.

Educators believe all families should have the opportunity to have their voices reflected at the service. Each family's values, practices and ways of educating are respected by educators at the service. It is important to remember that a child is often the reflection of their family. Educators adopt a family-centred approach in practice, recognising parents/families as the expert with regards to their own family and as having the right to determine what is most important for their child. We believe that creating a welcoming atmosphere leads to building collaborative relationships with families.

Program:

Our program is guided by the National Framework and the Early Years Learning Framework (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. Educators consistently reflect on their programs to ensure that each child is engaged in meaningful opportunities to build on what they know and can do and to establish strong confident identities. Educators promote inclusion, equity and diversity into the program. When planning our curriculum, we consider each child's abilities, goals, interests, expectations and health status to ensure children's engagement and participation, for them to reach their full potential. Our programs reflect all children's interest, idea, knowledge and values. Educators provide quality education and this education will be a foundation to children's future educational journey.



PUMPKIN LONG DAY CARE CENTRE

Educator:

Educator at Pumpkin have a sound understanding of early childhood knowledge and skills and are dedicated to upholding children's best interests. We, educators, build on each other's strengths. We believe in team work and collaboration to generate a culture of healthy work environment, resulting in high quality practice. It is fundamental that educators in early childhood education be passionate, interested and devoted to children's wellbeing. Educators should always be attuned to children's needs to ensure all children of all ages are provided for. Educators are attentive, nurturing and always encourage positive role-modelling to the children. Educator continuously reflect on their practice and decisions involving children in the setting as the same solutions/theories may not applied to all circumstances.

Community:

Educators view themselves and the service as part of their neighbourhood and local community. Educators make connections with the neighbourhood and local community to support the children and families. The community can reflect children's cultures, favourite/important/fun/significant places and can contribute to developing a sense of belonging for children and families. Educators believe that community plays a vital role in enhancing the growth and development of individual children, families and educators. Therefore, we utilise and have established links with professional support, local services and other support group, as well as Family and Community Services in effective and meaningful ways. By introducing the diverse cultures that exist in the community, children learn, appreciate and respect others' methods of living that are different from their own.

Environment:

The environment is believed to be the third teacher in children's lives. Creating a physical environment that can inspire children to collaborate, communicate and explore is important as children learn newfound understanding and knowledge when it is included into their daily experiences in active and meaningful ways. Moreover, spaces are utilised to challenge their physical ability, sensory capability and imaginations which are crucial for their development. The physical environment is designed and equipped to support children's learning, furniture and equipment are safe and suitable for use with young children. The environment also influences a child's wellbeing, their learning, development and experiences. Children's voices should be clearly identified in their environments and they should be involved in creating environments that reflect their ideas and needs.