

# Centre Philosophy

<b>Links to Legislation</b>	Education and Care Services National Regulations	<b>Policy Number</b>	<b>1.0</b>
	Education and Care Services National Law Act	<b>Creation Date</b>	2 May 2023
		<b>Review Date</b>	1 May 2024
	National Quality Standards	<b>Version</b>	5.3
<b>Related Policies</b>	All Policies & Procedures		

<b>PURPOSE</b>	The purpose of this document is to outline the Service's philosophy which pertains to the overarching commitments to our Families and the children in our care including the fundamentals which form the foundation of our practices and relationships.
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## 1.0 OUR MISSION

Our mission is to create stimulating, imaginative, inclusive and developmentally appropriate learning environment for children. To create a 'we are one big family home' orientated atmosphere that supports children's sense of belonging and security while also allowing children to build resilience and independence.

Our educators are focused on working in partnership with families to meet the individual needs of each child in our care. We believe that building reciprocal relationships with families is paramount to each child's development and sense of belonging.

As part of our mission, we aim to build a team of experienced, energetic, friendly, and professional educators who are prepared to embrace the commitment of essentially becoming an extension of each family. Our team aim to deliver exceptional levels of professional care and education to support children not only to thrive within themselves and through their own personal achievements, but also socially within groups.

We nurture children and provide children with opportunities to promote each child's social / emotional, physical, and cognitive development. We do this through intentional teaching, following children's interests and family input all while being guided by the National Quality Standards and Framework, the Early Years Learning Framework (EYLF), the Queensland Kindergarten Learning Guide (QKLG) and My Time Our Place.

As children's synapses (brain connections) double around the age of 2 years lasting until about 7 years of age, they have an ability to learn faster than at any other time of their lives. Interactions and learning during this critical period can have lasting effects on their development and we see this as a great opportunity to lay the foundation for holistic education in children.

David Epstein in his book **Range** argues that people who thrive in our rapidly changing world are those who first learn how to draw from multiple fields and think creatively and abstractly. They are well-rounded

individuals. Consider exposing children to as many experiences, topics and activities as possible during the ages of 2 – 7 years to develop a well-roundedness. There is plenty of time for them to specialise later.

Three things that our educators do to maximise this critical period are encouraging children to have a love of learning, focus is on breadth of learning (instead of depth) and giving time to emotional intelligence.

We encourage children to be confident and involved learners, to be inclusive of all and to work together in our centre and to be a part of local communities. We strive to exceed the National Quality Standards in providing a safe, broad and simulating environment for children.

## 2.0 OUR COMMITMENTS

Our overarching commitments to our families and children in our care are to:

- (a) Work in collaboration with families by valuing the importance of their role and our relationships with children and their families. To continually work towards developing secure, respectful and **reciprocal relationships** to support children's wellbeing, their sense of belonging and to provide a secure foundation to support children's exploration, learning and development.
- (b) Provide a safe, secure and inclusive environments with qualified educators to engage with children to build their sense of belonging, confidence and love for learning.
- (c) Make all efforts to support Sky Tree and its educators in being an extension of children's families. To create a 'Sky Tree Family' where we are all a part of a family in a 'big family home' atmosphere; where all children, families and educators feel comfortable, confident and feel as though they belong. A place where all children,

families and educators know each other so that Sky Tree becomes an extension of their family and their home. To take the time to allow children, families and educators to get to know each other and to support children in becoming comfortable in the centre to consider it as a 'big home'.

- (d) Provide **a broad range of learning experiences** in a happy and safe environment that recognises each child's individual skills, talents and interests. To provide thought-provoking activities, experiences and environments that engage children to develop their understanding of the world around them.
- (e) Collaborate with educators, families, children and communities to provide more individualised quality care and education for each child. To develop learning programs based on both children's interests and intentional teaching aspects in order to scaffold on children's understandings and learning by making use of spontaneous and intentional teachable moments to extend on children's learning.
- (f) Provide a range of open-ended resources and learning spaces to encourage exploration and to provide children with opportunities to make their own choices in relation to their exploration and learning.
- (g) To build upon each child's current knowledge and strengths and to provide planning based on the aim to improve each child's social, emotional, physical and language development.
- (h) To help support children to develop resilience, emotional regulation and provide positive foundations for their future mental health (e.g. teaching mindfulness, resilience and their wellbeing).
- (i) To collaborate between educators and families to support children's learning by Sky Tree valuing and incorporating family beliefs and input and by Sky Tree providing families with regular information on learning styles, the way children learn and by communicating with families on a daily basis in relation to their wellbeing of their child and child's day.

To understand more about our beliefs and commitments, please read our centre's philosophy below.

### 3.0 OUR PHILOSOPHY

The creation of our philosophy has been a collaborative process between educators, families and children of Sky Tree, as well as the community. We have developed our

philosophy after considering the numerous aspects of early childhood education and care and the desired outcomes families are wishing to achieve for their child.

#### 3.1 Our Relationships with Children

We believe that secure, respectful and reciprocal relationships provide children with a crucial foundation for early exploration and learning.

Positive relationships support children in learning about their responsibility to others, their connectedness to the people and world around them and supports a positive and healthy environment for children to explore and learn.

Our small classes allow educators to build secure relationships with children in a positive all-inclusive environment, where children, educators and families recognise that learning occurs in a social context and that interactions and conversations are of vital importance to children's learning, promoting fairness and equality.

#### 3.2 Children's Sense of Wellbeing

We believe that a sense of wellbeing in children includes both physical and psychological aspects and is central to belonging, being and becoming. Being health, well rested and free of illness assists children to be able to participate happily and successfully in the environment.

Our educators support children's wellbeing by providing inclusive, safe and secure environments, affirmations and respect for all aspects of their physical, emotional, social, cognitive, linguistic, creative and spiritual wellbeing.

#### 3.3 Learning Environments

We pride ourselves in creating challenging and inclusive indoor and outdoor learning environments to support all aspects of children's learning and which spark conversations between child/ren, educators, families and the broader community.

Our learning environments promote opportunities for sustainable shared thinking and collaborative learning. Our learning curriculum and activities provide children with a broad exposure to a range of topics, supporting them to becoming well rounded individuals. **Our learning spaces** invite open ended interactions, conversations, spontaneity, risk taking, exploration and discovery, all within an environment which has a very close connection with nature. Our environments are inclusive, promote competence, independence and learning through play.

We provide learning spaces which allow children to engage in free play and which support spontaneity as well as provide learning spaces which allow children to focus on intentional teaching aspects but provide them with the freedom of exploration and discovery during those experiences.



### 3.4 Pedagogical Documentation

We enjoy and believe in working in collaboration with educators, families and children for the planning of our learning programs. We use children's interests and the EYLF and QKLG learning outcomes to guide children's learning, together with input from educators and families, to develop quarterly and weekly learning programs.

We use the framework to guide our educators in their curriculum decision making as part of an ongoing cycle to assist in planning, implementation and in the assessment and evaluation of children's learning and development.

Educators intentionally scaffold children's understanding and learning by making use of spontaneous and intentional teachable moments to extend on children's learning. Educators also use reflective practices as a form of ongoing learning, which involves engaging with questions of philosophy, ethics and practices.

Reflective practices conducted daily and weekly allow educators to analyse and make changes to the program and their practices as well as allow educators further opportunities to track children's interests and their development.

### 3.5 Partnerships with families

We strongly believe that families are children's first and most influential educators. Partnerships are based on the foundation of understanding each other's expectations and attitudes and build on the strengths of each other's knowledge. We trust each other by communicating honestly, freely and respectfully with each other to engage in shared decision making.

### 3.6 Community

We understand that community engagement is important as it can have an immense impact on children's wellbeing and learning. Experiences of relationships and participation in the community, contribute to children's 'belonging, being and becoming'. Engaging with the community builds on children's interests and expertise in being and becoming contributors to their world.

### 3.7 Inclusion & Cultural competence

We believe that supporting inclusion and being culturally competent is about building respectful relationships to support, promote and embrace difference. It occurs over time through our connection with others and through our daily experiences with children and families in our local communities.

We pride ourselves in being an equal opportunity employer and will support the inclusion of all employees, families and children in the service.

We can equip all children to live well with diversity and become active citizens now and into the future. It is

through our commitment and our daily actions that we will truly value difference and become a community in which all can belong and flourish.

### 3.8 Sustainability

Young children represent future generations which makes it important for us as educators to help children realise the significance of caring for and protecting their environment. We incorporate and promote sustainable practices in everyday learning to support children and their families in developing a respect, care and appreciation for the natural environment.

***“Free the child’s potential, and you will transform him into the world” – Maria Montessori***

**In our centre we do**  
Friendships,  
Sharing and caring,  
Affirmations, praises and I'm sorry,  
Celebrations, creations and  
memories,  
Dreams and laughter,  
Our best,  
Respect and real,  
Growing and working together,  
Listening and broad range of  
learning,  
Making mistakes,  
Independence & resilience,  
Exploring & Imagination,  
Safe play and being learners,  
Asking questions and risk taking.  
**We are family.**