

Statement: Children are competent, capable, independent, interdependent and successful learners.

We Believe: Rights of the child

All children have the right to an education that lays a foundation that supports lifelong learning, maximises their abilities and respects and values their family, culture and languages.

We recognise children's rights to play and be active participants in all matters affecting their lives.

We recognise children as competent and successful learners, confident and creative individuals and active citizens of our society.

We respect, value and enable:

- High quality early childhood play based curriculum.
- Secure, respectful and reciprocal relationships.
- Cultural competence.
- High expectations and equity.
- Diversity.
- Well-being.
- Dispositions for lifelong learning and a lively culture of professional enquiry.

We Believe: Learning Environments

We believe in a rich play based curriculum to support children to develop and grow a strong sense of identity and well-being - to connect with and contribute to their world – make visible the confident and involved learners – and become effective communicators. Play is a child's research of their world.

We provide learning environments with and for children that:

- Are welcoming spaces that enrich the lives and identities of the children and families.
- Assist children to make sense and meaning of the world.
- Support children to take risks.
- Are rich and relational.
- Entice exploration.
- Encourage and enable experimentation.
- Test their ideas.
- Values the enjoyment of being.
- Supports children to know themselves.
- Fosters an appreciation of the natural environment and develops environmental awareness.
- Develops independence interdependence as a learner.
- Have holistic approaches to teaching and learning meeting the physical, social, personal, emotional, cognitive and spiritual wellbeing of children.

We Believe: Our Educators

Our educators draw on a rich repertoire of pedagogical practice as well as using a relational approach to promote children's learning by:

- Adopting holistic approaches.
- Being responsive to children.
- Planning and implementing learning through play through flexible learning spaces responsive to children interests and needs.
- Creating physical and social learning environments that have a positive impact on children's learning.
- Valuing the cultural and social contexts of children and their families.
- Providing for continuity in experiences and enabling children to have successful transition.
- Assessing and monitoring children's learning to inform provision and to support children in achieving learning outcomes.
- Ongoing learning and reflective practice.
- Building relationships and partnerships with families and other service providers and agencies to work collectively to provide a quality learning environment for the child.