



# Philosophy Statement

1998, 2010, 2014

## What We Do

The Ardtornish Children's Centre works in partnership with local families and the community to support the learning needs of all children in a high quality and accountable preschool education, parenting and child development focused service.

Ardtornish Children's Centre works to bring together government and non-government services in education, care, health, community development and family support to enable optimal development of all young children in the community.

## How We Do This

We provide a safe and secure environment in which children and families can grow and learn. The centre implements and provides a strength and play-based curriculum incorporating the developmental progress of the individual. Our Centre is staffed by professional, friendly and caring people. We endeavour at all times to use local community members and organisations assets to enhance individual children's potential, while recognising their current skill levels and prior learning.

Our Centre is guided by National Quality Standards and our children's programs are based upon the Early Years Learning Framework document (EYLF), which aims to provide children with a wide range of experiences from which they learn, develop skills, become social beings and establish positive attitudes about themselves as learners.

## We Believe

The increasing pace of technological change and the challenges facing our planet and societies mean the children of today will be operating in an environment quite different from that which we experience now. Increasing the child's capacity to make choices and decisions and to influence events and their world (NQS Element 1.1.6) is a major part of the responsibility we share with families and communities.

Much research supports our belief in the importance of the early years. It is a critical period for cognitive development and social learning, for developing a positive sense of self, enhancing resilience, and ultimately providing a sense of wellbeing.

Children's wellbeing is nurtured through experiences that fully engage, that provide a strong feeling of achievement, and encourage the ability to express emotions respectfully and

Next Review	Version	Revision description
Sept 2016	1.2	Content aligned with new format and NQS expectations.

positively. Importantly a sense of self-worth is developed within relationships that appreciate effort, can be trusted and provide warmth and belonging (Seligman, 2011). We regard play as an extremely important means for learning in early childhood, and actively develop children's knowledge, skills and attitudes through play.

We extend our respect and advocacy for childhood through connections and collaboration with local and broader communities. We build community partnerships to access opportunities and to strengthen continuity and transitions for children and families. The Children's Centre is a unique place designed expressly for young children and their families.

Fundamental to our approach is a commitment to working with families who we recognise as young children's first and most influential teachers. We welcome and encourage family and carer information regarding children's interests, strengths and abilities, and will in turn, share our thoughts and goals. We support families in their parenting role, and endeavour to understand and work with their values and beliefs about child development. We value family and community responses to the work we do as a part of our commitment to the ongoing development and improvement of our program.

### **References**

Australian Children's Education and Care Quality Authority (2011), *Guide to the National Quality Standard*. Accessed 20 August 2012 <http://acecqa.gov.au/resources-and-templates/>

Department of Education, Employment and Workplace Relations (2010), *Early Years Learning Framework*. Accessed 22 August 2012 [http://www.deewr.gov.au/EarlyChildhood/Policy\\_Agenda/Quality/Pages/EarlyYearsLearningFramework.aspx](http://www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/EarlyYearsLearningFramework.aspx)

Seligman, M. (2011), *Flourish*, Nicholas Brealey Publishing, London, UK