

## Philosophy Statement

*Trinity Gardens Children's Centre is inclusive of all children, their families, their cultures and connects to what each child and family bring. Underpinning our practice is the belief that the rights of the child are paramount and they are always viewed in the context of the family, carers, relationships, culture and community.*

*Our Centre, spanning two buildings, is a learning and wellbeing community situated within the Trinity Gardens Primary School grounds. We come together on the lands of the **Kaurna people** and we pay our respect to the Elders past, present and emerging and seek to learn from their abiding **connection to the land**.*

*Educators have a strong belief that **children are competent and capable citizens, who are active and informed members of their communities**; and as such they support children to continue to develop their empathy, respect for diversity, curiosity and openness as well as a sense of responsibility and stewardship for the planet on which they live. Our approaches to sustainability reflect this belief as well as our active engagement of children and staff in learning about Aboriginal and Torres Strait Islander perspectives.*

*We create **beautiful spaces and places** where children experience a sense of wonder and belonging and can grow and learn in safety with others, connected and contributing to the world. Our interactions with children start with listening and learning about the many ways they express their ideas, theories, interests and beliefs and we develop our curriculum from our knowledge of the children and guidance from the lifelong learning outcomes of the Early Years Learning Framework.*

*We foster a culture that grows **collaborative relationships** with those we work and learn with - children, families, family services and our colleagues - knowing that this is the most effective way to develop a rich learning curriculum and programs. Our relationships are based on respect, reciprocity and trust.*

*We know that **children are born researchers, who construct their knowledge** and develop their skills as they play and work alongside and with others, creating meaning about their world and their place in it as they explore their environment and everything they encounter there. In acknowledgement of children's unique strengths, capabilities and learning dispositions we provide learning contexts that are stimulating, challenging, open ended, relevant and are reflective of their individual ways of learning.*

*Our educators view themselves as **leaders and lifelong learners in early childhood**, advocating and being active in the creation of quality education, care and wellbeing for children and families. We are research informed and, through our approaches to collaborative reflective practices and inquiry, we grow our collective skills, knowledge and dispositions as Educators. We know children have a right to play and experience **the joy of learning** and so we work together, with consistent practices, to create **high quality play-based learning** environments and experiences to expand what each child knows, can do and understands as well as providing extra support when needed with our families, family services and colleagues.*