



Government of South Australia
Department for Education



2023 Philosophy Statement



Belonging To belong - knowing where and with whom you belong. (E.Y.L.F, 2009)

We Believe;

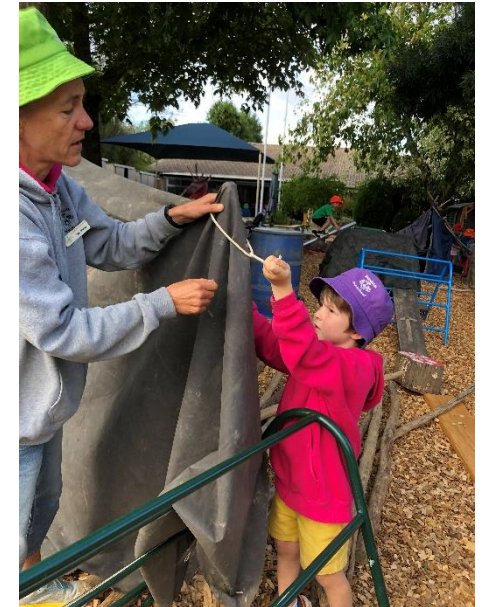
- In the *diversity* of families in our community and that each family has the right to a service responsive to their *individual needs*.
- That families are children's first and most influential educators and staff are committed to working in *partnership with parents* and the community to ensure a *safe, welcoming, stimulating* and *relaxed* learning environment.
- That effective *communication* and trusting relationships support the development of each child's *social* skills.
- That each child has the right to a learning environment that *engages their heart, mind, body and spirit*.
- In the *uniqueness* and *potential* of each child and we recognize their *right to play*.
- In demonstrating *kindness* through caring for ourselves, each other and the environment.

In our Centre this can be seen as;

- Staff *supporting all* children's active engagement in their learning environment and the *natural* world, regardless of needs and abilities.



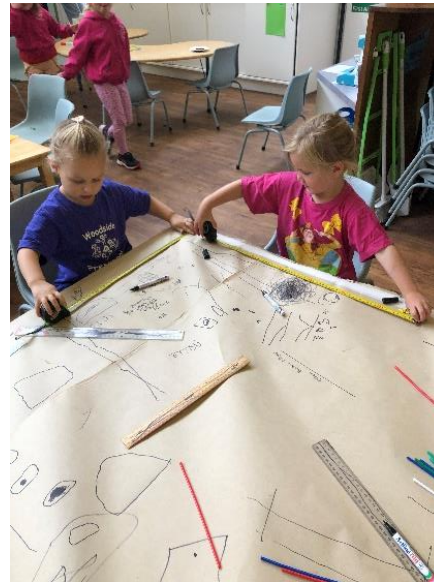
- Staff encouraging and supporting children's learning through *role modelling*, *guiding* and *collaborating with* children, families and colleagues to ensure a high-quality service.



- A family friendly environment which encourages *open communication* between families, educators and children.



- Staff having *high expectations* of children as competent learners and striving to build active communities of *engagement* and *inquiry*.



- The provision of *continuity* of routines and experiences which enables children to successfully *transition* and *belong*.





➤ Children engaging in respectful interactions



Being – recognizes the significance of the here and now in children's lives. The early childhood years are not solely preparation about the future but also about the present. E.Y.L.F (2009)

We believe;

- We can support children to *expand their thinking* and enhance their *desire to learn* through play and exploration, spontaneity and risk taking.
- Children have a *natural sense of wonder* and curiosity and have the right to a *vibrant* and *flexible* learning environment which provides *powerful resources* and builds *connections* with the natural world.
- That responsive *learning relationships* are strengthened when staff and children *learn together* and *share decisions*.
- In *valuing* and *respecting* the *individuality* that children and their families bring to our centre.

In our Centre this can be seen as;

- Staff *respectfully entering* children's play *to stimulate* their thinking and *build upon* their existing knowledge and skills to enrich the learning experiences.



- A program which *allows time and space* for children to play and engage in both *individual* and *collaborative* pursuits.





➤ Children taking an *active* part in their growth and learning through *shared decision making*

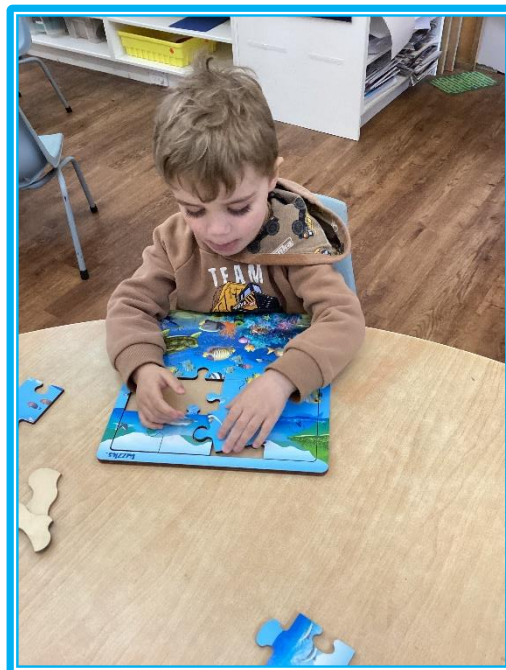


➤ Staff *responding* to children's *evolving ideas and interests* to guide *curriculum planning* and challenge children's thinking.





- Staff using their *knowledge* of the interests and needs of *individual children* to guide their *practice* and *empower* learners.





Becoming – Reflects the process of rapid and significant change that occurs in the early years as young children learn and grow. E.Y.L.F. (2009)

We believe;

- That children have a great *capacity* for learning, which when supported in Early Childhood will continue *throughout their lives*.
- That Staff should strive for *continuous improvement* in their professional *knowledge* and *practice*.
- That developing a *sense of purpose* and *confidence* in children supports their active participation in *family* and *community* life.
- That children will develop into socially responsible citizens who show *respect for the environment* to *make the world a better place*.

In our Centre this can be seen as;

- Staff providing *positive learning experiences* that support *successful involvement* for all children, to develop *confident* and independent learners.





- A *culture of learning* and *critical reflection* which supports staff knowledge of individual children and guides and informs our practice.





➤ Staff regularly using the curriculum documents (*Respect, Reflect, Relate & Belonging, Becoming, Being*), to implement a *dynamic, vibrant* program that reflects the *growth* and *development* of each child.



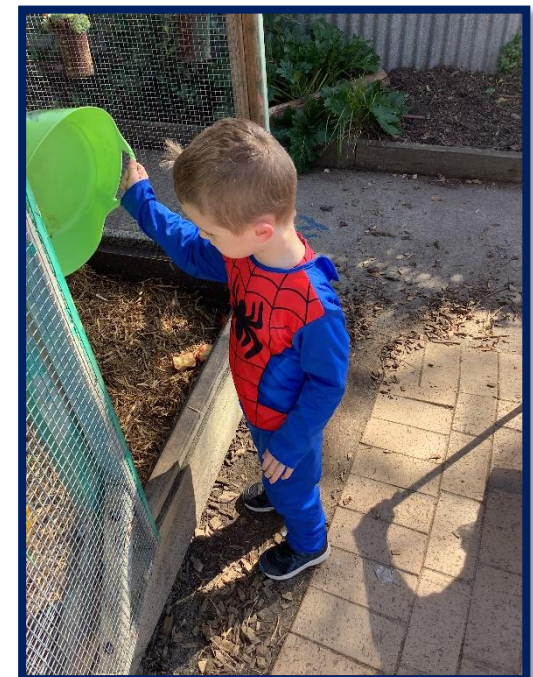


- Children demonstrating a *positive attitude* towards *challenges in their learning*, which will prepare them for the *next steps in life* as *happy, confident members* of the *community*.





➤ Staff, children and families engaging in sustainable practices



*This philosophy statement was developed in consultation with all stakeholders and with reference to *Early Years Learning Framework* (2009) and the *Early Childhood Australia Code of Ethics* (2006).

Reviewed by Families, Staff and Governing Council members –September 2020

*“We respectfully acknowledge the past and present traditional owners of this land on which we are meeting, the Peramangk people.
It is a privilege to be standing on Peramangk country.*

*We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country
we all live and share together – Australia.”*