



Partnerships

- We understand the importance of increasing educator knowledge and welcome students within our community to complete their studies. This creates moments for shared insights, perspectives, sustained shared thinking and collaborative learning.
- We understand the importance of building and maintaining relationships within our local and wider community, reaching out for support, knowledge and connection where possible.
- We provide opportunities for families to co-construct our service philosophy, learning curriculum, policies, procedures, practices and goals.
- Developing relationships with families is at the forefront of everything that we do. As educators we understand the importance of collaboration to formulate a holistic understanding of each individual child.

Services Philosophy

Our image of the child

- We believe that early childhood is a unique stage of life and educators recognise this time is important for children *being* in the here and now.
- Children are confident, capable learners who are interested in exploring their world.
- We understand that every child is unique and encompass their own individual learning styles.
- All children should feel significant, respected, valued and safe.

Play-based learning and intentionality

- Educators understand that play is the most effective vehicle for discovery-based learning. When children are playing, they are learning how to interact with others, develop relationships and friendships, test out their ideas and scaffold those of others, gain positive dispositions towards learning, challenge their thinking and build upon their knowledge and understandings.
- Educators acknowledge the importance of understanding theoretical perspectives in order to enhance children's learning and development.
- Educators plan and create environments for children, take different roles within play, extend upon learning, challenge and deepen understandings through scaffolded learning, support children's progress within play-based learning, recognise children's sense of fun and playfulness, provide a suitable balance between child led and educator-initiated play and sustain routines and transitions to assist in children's learning, development and wellbeing.

Learning Environments

- We believe in the importance of providing both natural and physical learning environments for children to engage in meaningful and respectful play.
- Educators provide knowledge and encourage children to be responsible and show care for the environment in order to preserve it for future generations.
- We understand the importance of providing a nurturing environment that consistently supports children's emotions, builds upon levels of comfort, develops a sense of *belonging* and enhances trust-leading to better outcomes for all children.

Equity, Inclusion and high expectations

- Our service reflects and embeds culture including indigenous perspectives that make up our community.
- Our educators are committed to implementing equity within our service, understanding this means fair not equal, hence advocating for children and ensuring all children are able to participate, implementing flexible and informed practices.
- Educators view children as competent and capable learners and hold a high expectation for their learning while recognising all children grow and learn at their own pace, *becoming* their own unique, individual person.