

## **Policy 6.10 Statement of Philosophy**

### **Ballan Community Childcare Centre**

#### **Statement of Philosophy**

##### **VISION**

To be a community leader in childcare excellence

##### **OBJECTIVE**

To provide high quality care and education for every child in our service

##### **PHILOSOPHY**

- ★ **Belonging ..... Connecting with others, creating community and nurturing environments**
- ★ **Being.... Respecting the individuality of each child, allowing room to be themselves**
- ★ **Becoming .....Learning new things, improving skills and reaching full potential**

The staff of Ballan Community Childcare Centre hold these values close and aim to create an environment in which children are nurtured and challenged through a curriculum that inspires investigation and creativity.

We understand that children need to feel safe, secure and supported. We aim to achieve that by providing a warm and nurturing environment where positive learning comes naturally as children engage in play throughout the day. Play is an important feature of children's learning as it gives them the opportunity to participate, learn, practise and experiment.

We acknowledge the uniqueness and potential of all children and recognise how important it is for children to enjoy their childhood years without experiencing undue pressure.

We recognise that children learn primarily in the context of their own families and understand the pivotal role families have in their child's learning and development. As educators, we seek to incorporate our professional knowledge, together with the family's understanding of their own children - through a model of shared decision making - to support and extend the child's learning and development in a supportive environment.

We believe that educational experiences should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect their own, and others', human rights as well as cultures different to their own. It should also help children to live peacefully, to protect the environment, and to respect other people.

We view all children as active learners and thus have high expectations of every child. We aim to create a positive learning environment where all children have the opportunity to be the best they can be. We understand that all children have different learning styles and interests and we respect each child's individuality, allowing them to explore their environment, and to learn and develop at their own pace. Through reflective practice, we aim to provide a stimulating program that is

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responsive to children's individual needs, strengths and interests enabling each child to become a successful learner within the group.

We value diversity and multi-cultural perspectives in our Centre, providing an environment that supports the family structure and which offers guidance, reassurance and respect. Families are encouraged to share their culture, language and home experiences with the staff and children at the Centre.

We endeavour to work closely with the local indigenous community to expand on children's historical knowledge and to encourage a respect for the original inhabitants of the land.

Educators work towards building positive relationships with families based on mutual trust and open communication. We recognise that some children require additional or specialist services and we endeavour to connect with external agencies to provide the best care possible for those in our care. We welcome family feedback and invite suggestions on practices and procedures so that we meet community needs to the best of our ability.

We recognise the importance of educating children about the sustainable use of resources and aim to promote environmentally sound policies and practices within the Centre. We aim to work with children to help them understand they are global citizens with shared responsibilities to the environment and humanity. "Reuse, recycle and re-purpose" is the guiding principle.

We recognise the importance of community and welcome community involvement in the life of the Centre through participating in projects such as Community Garden and regular Library visits.

Wherever possible, and where the need exists, we invite the involvement of specialist health services such as dentists, psychologists, dieticians and health-educators to provide specialist care and education to the children in our care.

Ballan Community Childcare educators have a diverse range of professional experience which is drawn upon to enrich the education and care offering for each child. In addition to the multi-disciplinary approach of our own staff, we seek to draw on the skills and expertise of our sector peers, and other Early Childhood professionals, to ensure that we provide a holistic and comprehensive approach that will enhance each child's learning and development.

### **Source:**

- Education and Care Services National Regulations 2011
- Victorian Early Years Learning and Development Framework
- Belonging, Being & Becoming – and educators guide to early years learning framework for Australia
- United Nations Convention on the Rights of the Child