

Service Philosophy

Bottleforest Long Day Care Centre is committed to providing children with a nurturing, educational early childhood program within an aesthetically pleasing and stimulating environment. By working in partnership with parents and families, we will provide continuity of care from their home into the centre by adapting family strategies and by sharing our knowledge and practices with families. We value that quality collaborative relationships with families are fundamental to achieving quality outcomes for children, and to supporting children's wellbeing, learning and development. At Bottleforest our policies, procedures and everyday practices help us develop relationships with children, families and their communities. We value that families are children's first and most influential educators.

Educators at Bottleforest Long Day Care Centre believe that child development is best promoted when children feel safe and secure enough to interact with peers and carers and to explore their learning environment. Genuine relationships with families support the foundations for children's trust and relationships with their primary carers. By acknowledging that families know their children better than anyone, and that parents have the best intentions for their children, we can honour parental input and establish authentic relationships with families and therefore with their children. We respect the diversity amongst families and acknowledge the varying approaches of children, families, communities and cultures.

Bottleforest Long Day Care empowers parents and families to be decision makers and actively engage in the centre program, service philosophy and policy development. We value any input families may contribute to our program. We are committed to quality improvement and individualising our interactions and communication channels with families will optimise their input, contribution and feedback to the service program and quality of care provided. Australia is signatory to the United Nations Convention for the rights of the child, and as educators, and as per article 3 of the convention, the child's best interests ultimately take precedence when considering and establishing best outcomes for children.

The Early Years Learning Framework informs our curriculum. It is the heart of our provisions and interactions with children, and we nurture children's sense of *Belonging*, *Being* and *Becoming* by encouraging their curiosity, valuing their creativity, extending their spirits and by supporting their moral development. Fostering children's sense of wellbeing and sense of responsibility for their health, educators promote children's healthy eating, personal hygiene, physical health and activity through our pedagogy and practice.

As early childhood professionals, we are committed to developing a deep understanding of each child by providing for and observing children's interests and development and recording children's learning. We believe that children's interests are influenced by many other significant experiences and individuals outside of the centre, and therefore link the program and their achievements with the like, simultaneously promoting children's self-esteem and sense of self. We also acknowledge that children can *belong* to more than one community and we seek to make connections with the multiple communities that children *belong* to. We aim to build on the knowledge, languages and understandings that children bring from their homes and communities.

We are committed to supporting children's *being* with peers and educators and acknowledge that their early childhood education provides opportunities for children to develop their interpersonal and intrapersonal skills – skills for the now and for the future. This principle is embedded in our planned and spontaneous intentional teaching practices. Our intention also, is to empower children to *become* active members of the communities in which they *belong* and participate in community initiatives or even initiate them themselves.

Our service provisions and cohorts reflect cultures within the wider community. Sotto and Swadener (2002) have found that very young children are not only already aware of ethnic and racial differences but have also internalised societal views on multiculturalism. Regular opportunities to interact with culturally diverse individuals are found to be the best ways to teach appreciation for diversity multiculturalism (Sotto & Swadener, 2002) and we are delighted this is a feature offered within the context of our service.

As early childhood educators, we support one another, encourage collegial development and celebrate our milestones and achievements. We believe that feeling our best helps us to do our best, and this provides for optimum child development. Children thrive in harmonious learning environments and our aim is collegial cohesion and cohesive working environments that will facilitate this through continuity of care and contented educators. We model care, empathy and respect for children, staff and families. As educators we value the core principles of the Early Childhood Australia's Code of Ethics. We use them to guide our decision making in relation to ethical responsibilities. These core principles require a commitment to respect and maintain the rights and dignity of children, families, colleagues and communities.



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