



## SERVICE PHILOSOPHY COLLABORATION – RESPECT – CONNECTIONS - COMMITMENT

Our philosophy reflects a shared understanding of the role our service plays with regards to the children, families, educators, and community. We want to make sure our service is a place that represents all who are a part of it. Our philosophy reflects and is informed by theoretical perspectives, research, community values and contexts, and the collective values, beliefs and diverse perspectives of the children, educators and families who attend the service.

Our core values are applied to and are the foundation of our service practices and operation. We are committed to continuous quality improvement to drive and deliver quality outcomes for all who are a part of our service. We use the National Quality Standards to guide best practice and the voices of our families, children, community, and team to shape our service decision making. Playhouse Early Education and Care aspires to inspire our children through our connections, collaboration, respect, and commitment to quality service delivery.

### CHILDREN:

- Our children at Playhouse Early Education and Care respond to and enjoy the company of our educators. Educators interact with children with warmth, respect, compassion and in a positive and meaningful way enabling children to gain confidence to become active participants in their learning. Relationships that are respectful and allow children to feel secure within the environment are fundamental to their learning. By building strong relationships with children we are able to support their wellbeing, build resilience and enhance their learning capabilities and get the best response from the children in our care. (Erikson)
- Each child's dignity and rights are respected with the understanding that every child is unique and has different needs. Educators treat children equally, learning children's ques, personalities, routines and are responsive to children's needs with a personalised approach. (Erikson)
- Our children are seen as competent active and capable learners, listening to children's ideas and helping children find their own answers encourages and empowers children to succeed. (Piaget)
- Every Child is encouraged to contribute their ideas to co-construct learning, respect others' opinions, listen with intent and collaborate with peers. Instead of educators being the sole facilitator of learning, children should be encouraged as 'peer mentors' assisting each other to learn and develop skills (Gardner)

### FAMILIES:

- Our Educator's foster positive relationships with families. Our interactions and supportive, collaborative relationships with families builds a strong foundation for successful learning and development. Regular communication is encouraged to ensure consistency is maintained between the home and care environment. Families' voices, involvement and contribution is welcomed and embraced. We encourage positive professional relationships between families and educators, with open and positive communication, welcoming feedback and input into the service and its policies, procedures, practices, and philosophy. (Bronfenbrenner)
- We provide an environment that is homelike, secure, nurturing, stimulating and responsive to individual family's needs, and life experiences, providing a space where everyone feels safe, secure, supported, and valued
- We ensure that we provide programs and opportunities within our service that reflect the needs and expectations of the wider community, cultures and families in which our children live. Diversity is embraced with the belief that celebration and preservation of family dynamics, culture, languages, and traditions are important. (Bronfenbrenner)
- In the spirit of reconciliation, we provide an environment that acknowledges, and celebrates Indigenous culture. Through actively seeking to build connections with Indigenous peoples, whom share personal culture and heritage we construct knowledge and a connection with the history of Australia. The sharing of knowledge, open communication and collaborative decision-making, helps in teaching the children in a respectful and meaningful way. We pay our respects to the Traditional Owners of the land on which we stand, Elders past and present daily in our service in our acknowledgement to country.
- Nutrition is also important to our families, a healthy wholesome menu to fuel growth and development is provided across the service. Health and nutrition is valued and an important part of our day. Social connection and conversation is encouraged over meal times with an emphasis on the importance of healthy foods.
- Embedding Health and wellbeing into every day practices promotes a positive start to a child's future and development. The overall wellbeing includes: Learning healthy eating habits, being sun smart, learning about hygiene, self regulation and mindfulness, building a healthy mind and keeping active. Being able to Self-regulate, understand and identify emotions and thinking is an important tool in learning to cope with everyday life. Children's ability to respond and react in different situations is based around their ability to self-regulate. We give children opportunities to learn self-regulation by embedding it into everyday practices and by helping children to reflect on behaviours and choices made. (Skinner)

### COMMUNITY:

- The wider community provides children with many life learning skills that cannot be taught within the classroom. We believe connecting children to the wider community enhances children's sense of belonging and understanding of the world in which they live. Implementing regular outings and visits to local community destinations builds connections, appreciation and is beneficial to all involved.
- We work in collaboration with outside agencies to foster continuity and consistency for our children All families and children have individual needs and by creating partnerships with professional services, we can achieve better outcomes and provide a higher quality of learning for all children

### EDUCATORS:

- Using many theorists' perspectives and research-based evidence, our educators provide a curriculum that encompasses a planning cycle capturing the interests of the child, intentional teachings, co-constructed learning, and the child's voice. Our Educators observe and document in depth to understand the abilities, knowledge, age and stage of each child. The Curriculum is developed with purpose, encouraging meaningful learning through exploration, curiosity, critical thinking and problem solving, measured risky play, inquiry and a variety of learning dispositions. We use the **Victorian early years learning framework** that guides early childhood professionals to work together with families in support of their children, embracing and responding to the cultural and linguistic diversity of the Victorian community and diverse approaches to child rearing. (Dewey)(Piaget)(Gardner)
- Providing children with natural elements, upcycled and open-ended resources provides opportunity for creativity which challenges children's cognitive and imaginative development. Children should be connected with their natural environment, embracing nature and having an understanding of sustainability and their impact on our world. Promoting and teaching sustainable practices in everyday learning creates respect, care and appreciation for the natural environment. Providing opportunities to explore outdoors, natural environments and the wider community broadens children's knowledge of the world and natural environment.
- The learning environment is extremely important and is seen as the 'third teacher'. It must be aesthetically pleasing with every material and experience having a purposeful meaning. When the environment is engaging and empowering it inspires children to learn through play, encouraging collaboration and exploration. By showing respect for children as collaborators, we are providing them opportunities to make decisions and develop a strong sense of identity.
- Having high expectations of every child promotes resilience and gives them a willingness to work hard. By building on each child's strengths and setting high expectations, we give children the tools to achieve success by being able to overcome any risk factors that they may encounter in everyday life. We believe in the capability of children and their abilities even at a young age to make decisions and choices for themselves. Planning is based on the child as an individual with the knowledge that they all require different expectations and challenges in order to reach their full potential.
- Educators know that children will need assistance and will know when to step in and guide children to support them in their learning process. We believe that Children need interactions on a one-to-one basis at times facilitating the child's learning. (Vygotsky)

- Flexible progressive routine times and indoor/outdoor programs are an important part of the curriculum, enabling children to be autonomous, independent and making decisions for themselves. This also creates valuable opportunities for periods of uninterrupted play. (Montessori)
- Hygiene and cleanliness is an important aspect of infection control and providing a hygienic space for children to play. We adhere to the highest standards of hygiene, with practices and procedures in place to eliminate and control the spread of germs and infectious diseases
- Reflection and critical evaluation of our practice, teaching and curriculum is an important element to strive for continuous quality improvement. Through reflective practice we learn, challenge and grow, as professionals, allowing for evolving programs, better practices and teachings that support children in their learning and development.