

Clarendon Children's Centre Philosophy 2019

At Clarendon Children's Centre (CCC) we acknowledge the Boon Wurrung people of the Kulin Nation, the traditional custodians of the land on which we teach.

We connect to and care for this land by embedding sustainability into our practice.

CCC is committed to fostering a safe and respectful environment free from unlawful discrimination on the grounds of race, sex, age and disability. CCC will actively pursue social justice to address inequality and celebrate diversity.

We believe children's early experiences have long term implications for their learning and development. We are committed to providing the highest quality education and care in an inclusive, welcoming and harmonious environment, informed by children's voice, rights and best interests.

We will nurture children's learning and development through respectful, equitable and meaningful relationships in a highly responsive, inclusive and innovative learning community. We value family/educator partnerships. We will embrace families through shared decision making and the provision of support and resources. Our work is grounded in Australia's early years learning frameworks, national quality standards and code of ethics. It is informed by our collective ideas and understandings about early childhood theories and research.

We believe that high quality early education and care occurs when:

Children:

- Feel safe, supported, heard and loved
- Are genuinely consulted in decisions that affect their daily experiences, learning and wellbeing
- Are respected and empowered as active and capable learners, with agency from birth
- Are encouraged and supported to develop reciprocal, respectful and meaningful relationships with others that enhance their learning
- Are encouraged and supported to express their ideas, thoughts and feelings in prosocial ways
- Are provided opportunity and support to explore, experiment and take risks
- Are empowered in who they are and have a strong sense of identity and wellbeing
- Are supported to develop connections between people, country, place and communities

Our Pedagogy:

- Occurs in an environment that is safe, stimulating and inclusive
- Provides open-ended learning experiences that are inviting, engaging and promote thinking and learning.
- Respects and reflects children's unique dispositions for learning and their existing knowledge.
- Is responsive to the interests, ideas and needs of children, educators and community
- Provides group and solitary learning opportunities that enable participation according to children's ideas, interests, developing agency and wellbeing.
- Provides opportunities for children to broaden their perspectives and understanding of diverse ways of being, knowing and becoming
- Provides learning environments that promote environmental responsibility through respect of natural, recycled, reused and other ethically purchased resources
- Recognises early childhood as a highly formative time in children's lives
- Creates opportunities for children to explore 'big ideas' such as sustainability, children's rights, social justice, reconciliation, health, wellbeing and diversity
- Is reflective of the unique values, knowledge and culture of all educators, families and children
- Offers children genuine choices in routines, transitions and their environment
- Allows opportunities for sustained, shared thinking and challenging learning experiences

Families:

- Are supported, included, recognised and embraced as their child's first and most influential teachers
- Are encouraged to share their ideas, questions, values and culture in a welcoming environment
- Are actively consulted and informed about their child's care, development, learning and daily experiences
- Are invited, and provided with opportunities to take part in centre decision making
- Have opportunities to engage with each other and establish relationships with other families
- Are encouraged and supported to develop meaningful and engaging partnerships with educators that enable best outcomes for children

Educators:

- Are sensitive, respectful and ethical in their interactions with children, families, colleagues and other professionals
- Are encouraged to be innovative, reflective and to base their pedagogy on theories, research and other professional ideas
- Are respectful and supportive of children's rights
- Hold high expectations for every child by recognising, respecting and building on children's strengths, capabilities and sense of agency
- Establish calm, consistent and flexible routines/transitions based on children's wellbeing, identity and developing agency
- Are active in establishing and maintaining a safe, collegial and collaborative working environment
- Are recognised as early childhood professionals and supported to continue their learning and development
- Are given resources to use a range of strategies to work towards the best outcomes for children
- Are invited, and provided with opportunities to take part in decision making that affects their work
- Communicate honestly, respectfully and effectively with others to promote children's best interests
- Model environmentally and ethically responsible thinking and pedagogy
- Are responsible for advocating the value of early childhood education and supported to share their work with the wider early childhood community
- Support the development of the next generation of educators and leaders through mentoring and student placement