

Clarendon Children's Centre Philosophy 2024

At Clarendon Children's Centre (CCC) we acknowledge the traditional custodians of this land, the Boon Wurrung people.

We recognise that long before we were here, they were here – teaching, nurturing, and protecting their children and that is the work that we continue.

Through our intentional teaching practices, we connect children with First Nations cultures and promote care, respect, and sense of belonging to country.

CCC is committed to fostering a safe, inclusive, and respectful environment free from all forms of discrimination. CCC will actively pursue social justice and empower our community to address inequality and celebrate diversity.

We believe children's early experiences shape their development and wellbeing and that children learn best through play. 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, holistic development, and physical well-being through strong, secure relationships in a responsive, respectful, and innovative learning community.

As a Co-operative, we value and promote family/educator partnerships and we embrace families through collaborative decision making, shared knowledge and supportive relationships. Our work is grounded in Australia's Early Years Learning Frameworks, National Quality Standards and ECA Code of Ethics. It is informed by our collective ideas and understandings about early childhood theories and contemporary 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, creativity, thoughts, and feelings
- Are provided opportunity and support to explore, experiment and take risks
- Are empowered in who they are and have a strong sense of identity, positive self-esteem and wellbeing
- Are supported to develop connections between people, country, place, and communities
- Are supported to regulate emotions and learn strategies for self-awareness and resilience

Educators:

- Are respectful and supportive of children's rights
- 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
- Invite, value and celebrate families' involvement in their children's learning
- Hold high expectations for every child by recognising, respecting, and building on children's strengths, interests, capabilities, and agency
- Establish calm, consistent, and flexible routines/transitions based on children's individual 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 resourced 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, socially, and ethically responsible thinking and pedagogy
- Support the development of the next generation of educators and leaders through student placement and mentoring
- Are responsible for advocating the value of early childhood education and supported to share their work with the wider early childhood community

Families:

- Are recognised and valued as their child's first and most influential teachers
- Are encouraged to share their ideas, questions, values, and culture
- Are actively consulted and informed about their child's care, development, learning and daily experiences
- Are provided with opportunities and encouraged 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

Our Pedagogy:

- Occurs in an environment that is safe, stimulating, creative, equitable and inclusive
- Encourages the design and creation of dynamic play spaces that are intentional and supported by critical reflection
- Provides open-ended learning experiences that are inviting, engaging and promote thinking and learning through play
- 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, strengths, agency and wellbeing
- Provides opportunities for children to broaden their perspectives and understanding of diverse ways of being, knowing and becoming
- Promotes environmental responsibility and sustainable practices through respect of natural, recycled, reused and other ethically purchased resources
- Recognises early childhood as a highly formative time in children's lives
- Empowers children to explore and act upon big ideas such as reconciliation, children's rights, social justice, health, wellbeing, and diversity
- Is reflective of the unique values, knowledge and culture of our children, families, educators, and local community
- Offers children genuine choices in routines, transitions, learning and their environment
- Allows opportunities for sustained shared thinking and challenging learning experiences