



SERVICE PHILOSOPHY

Welcome to Gracelands Early Education Centre.

Gracelands Early Education Centre is a family owned and operated Centre that strives to bring children and their families the highest quality care by providing a nurturing, warm, welcoming, safe and stimulating environment. We provide developmental programs designed to stimulate the mind, set foundations for their education and equip them with an appreciation and thirst for learning.

Children

- Children are unique and capable individuals, who come to our Service with their own interests, talents, skills, and ideas. We value and appreciate that each child is unique and that their rights and choices are to be respected at all times.
- Each child in our care is worthy of love, acceptance and praise.
- Children have a right to be active participants in their own learning and will be empowered to express their views and ideas.
- A child's opinion is valued for its validity to their own personal perspective. Autonomy and initiative will be respected and encouraged.
- We, as Educators, will protect and cherish the innocence of children and thus strive to provide a safe and secure environment.
- We are committed to providing high quality care and education experiences to each child.

Families

- Children belong first to a family. Families will be acknowledged as being the primary source of information for the wellbeing of their child. The significance of their relationships cannot be underestimated. Family values and cultures will be included into all aspects of the daily routines, program development and implementation.
- Every family will be welcomed, treated with respect, professionalism and understanding.
- Communication between families and Educators should be open, honest and frequent to provide and encourage parents with the opportunity to express their opinions and or concerns.
- We strive to develop positive, mutually respectful relationships with each family member, as we work in partnership to achieve the best possible outcomes for all.
- We believe that working in partnerships with families is central to ensuring continuity and progression in a child's learning, development and future success.

Educators

- We recognise Educators as our Service's biggest asset and most precious resource. Our Educators are well trained and passionate.
- We appreciate the experience and skills of all our Educators. We value their dedication as an integral element of the success of our Service.
- We aim to provide our Educators with a satisfying and safe working environment.
- Team work and effective communication are essential requirements for positive outcomes across all aspects of the Services' functioning, for 'together everyone achieves more'.
- Educators are responsive to all children's strengths, abilities and interests. We will value and extend on children's skills and knowledge to ensure they are motivated and engaging in learning.
- We aim to create an environment of trust and respect, where we work towards achieving a shared goal. Ongoing education and training is a critical aspect of Educator's professional development and we will continue to offer for our Educators to extend their skills and knowledge.
- Ongoing critical reflection on our actions enable us to identify areas which may be considered a skill and those which may need further development.

Programs and Education

- In Early Childhood Education the curriculum is not the focus, the children are. We feel that a meaningful, integrated, emergent curriculum using the Early Years Learning Framework is the most beneficial to children's learning across all developmental domains.
- Children learn through play, therefore play is a vital part of our program.
- Educators will work alongside your child to actively promote their learning through worthwhile and challenging experiences and interactions that foster problem solving skills.
- Our curriculum, in which children are active participants and collaborators, allows for an individualistic and meaningful involvement by the children.
- We believe children are unique individuals who develop at their own rate. We will provide enriching, meaningful and realistic opportunities for children to explore, create, discover, and imagine.
- Children will be given time to play and learn, opportunities to explore and experiment, encouragement to make decisions and to develop their self confidence.
- Our programs reflect planned and spontaneous experiences designed to support children's development in all domains. Through the Early Years Learning Framework, the program will see Educators use intentional teaching, (it's deliberate, purposeful and thoughtful). Educators who engage in intentional teaching recognise that learning occurs in social contexts and that interactions and conversations are vitally important for learning.
- Children are to be encouraged to negotiate within play experiences and resolve their own conflicts independently; Educators will recognise when intervention is needed and take responsibility to positively role model the correct outcome.

Environment

- Our Centre atmosphere is friendly, non judgemental, nurturing and anti- biased.
- Children inherit a connection to the natural world. As Educators we understand that children often develop their ideas and understandings of the world around them from the information presented to them by the significant adults in their lives. We are one of these significant adults and therefore have a responsibility to present a positive approach to the environment.
- Our learning environments are welcoming spaces that strive to reflect and enrich the lives and identities of the children and families who participate in the setting. The learning environment will reflect and respond to their interests and individual needs.
- It is our duty of care to provide a safe and healthy environment for children, their families and Educators.
- We pride ourselves on our nutritional menu, providing children with the recommended daily dietary intake by governing authorities.
- Our Service caters for different capacities and learning styles and invite children and families to contribute ideas, interests and questions.

Communities

- We strive to be seen as a Service of Excellence within our community, a Service which values community involvement in all aspects of our program. A Service where community resources are utilised effectively, to enhance the growth and development of individual children, families, and Educators.
- We embrace diversity within our Service and the wider community so that children view this diversity with a sense of appreciation and wonder rather than misunderstanding and fear.
- By respecting, acknowledging, appreciating and accepting the diversity of our Community, our Service will embrace, celebrate and share traditions and cultures throughout our program.

Leadership and Management

- As a community of Management, Educators, Families and Children we collaborate together guided by the *Australian Children's Education & Care Quality Authority (ACECQA)*. We evaluate and review our service working alongside the *National Quality Standard* and developing our *Quality Improvement Plan*.
- We believe in a strong commitment to participative, collaborative and consultative management.

Source:

- Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments.
- Australian Children's Education and Care Quality Authority: The National Quality Framework
- Australian Early Childhood Code of Ethics
- The Early Years Learning Framework
- Child Care NSW