

## *Terrigal School Care*

### *Philosophy*

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#### **Children**

*We believe that children are unique active and capable learners who come to our service with their own interests, talents, skill and ideas. We, as educators, value the uniqueness of each child and through expression, ideas and play opportunities empower them to be active participants in their own learning. We believe that the children's sense of fun and happiness should be nurtured and we will promote an inclusive environment where children will feel safe, respected and valued. Terrigal School Care also values and acknowledges the universally agreed set of non-negotiable standards and obligations as set out under the 'United Nations Convention on the Rights of the Child'.*

#### **Families**

*We believe in creating an environment for families and children that is welcoming and respectful. We acknowledge that the families are the most important and influential aspect in the lives of children and that mutually supportive relationships are important and provide the foundation on which our service is based. As educators, we endeavour to understand and accept different family practices, values, cultures, languages, traditions and lifestyle choices of families.*

#### **Program**

*We strive to provide a program where the children are active participants and support child initiated experiences where they can explore, create, discover and use their imagination. Our framework My Time Our Place view children as active participants and decision makers so our activities are both planned for from observed interests and spontaneous experiences. We acknowledge the children's cultures, abilities and strengths and foster positive outcomes for the children. We provide opportunities for the children families to participate in the planning and evaluation process.*

#### **Educators**

*Our educators believe that effective communication is essential for positive outcomes and that they are responsive to the children's strengths, abilities and interests. Our educator's role model positive behaviours and show respect to all children and families and believe by showing respect that it opens up communication channels and builds self-esteem. Our educators believe that using critical reflection as a learning tool to identify areas that require further action, is to better the service.*

*Our educators are committed to increasing our professional knowledge.*

#### **The Environment**

*We believe that children should be connected to their world, so we use intentional teaching experiences of the natural world and sustainability to empower children to take responsibility for their environment. We believe that the children are the future for the health of the planet and are connected to their world and by embedding sustainable practices into their everyday routines it will encourage them to make opportunities to demonstrate that connection.*

#### **Community**

*We believe we do not exist in isolation and that community involvement is vital for a successful service, so we will provide avenues that encourage that involvement. We endeavour to participate with other community groups, agencies and services to share resources, and develop a support network thus developing a sensitivity to the wider range of social and cultural backgrounds that make up our community. We value the links between management, the school, our educators and the community making for a collaborative relationship.*

#### **key legislation and Key resources**

*Education and Care services National Law Act, 2010 and regulations 2011*

*NQS Area*

*Policies*

*Reviewed November 2014*

*Conducted by management, employees, families and interested parties*

