



# Stepping Stone RAH Childcare & Early Development Centre

## Centre Philosophy

Our staff team at Stepping Stone RAH Childcare & Early Development Centre aim to provide a safe, secure, friendly and caring environment for all families, children, educators and visitors. Our practices and principals are guided by the Early Years Learning Framework, National Quality Standards and the United Nations Convention on the Rights of the Child which informs the Early Childhood Australia's Code of Ethics. Our philosophy shares our values and beliefs driving quality outcomes for children and families.

We believe each child is a unique and special individual, who needs affection, laughter and encouragement. Each child is a competent learner and as educators, we nurture every child's personal journey of change and growth. We believe the child's early play environment is central to lifelong learning and we offer opportunities that stimulate and engage their attention.

We endeavour to give children time to just "be"; allowing them to live in the moment and to explore the world around them. We believe in the importance of supporting children to explore, experiment, discover and be creative, as this allows them to solve problems and express ideas. We envision this leading to the building of relationships, positive self-esteem and the development of life skills at home, in care, with education and within the community. Children should be encouraged to engage in adventurous play and take risks; to connect with their environment and to feel a sense of belonging to the wider community.

We believe in rich relationships within our organisation. We desire and promote professional and personal growth, resulting in acceptance, support and the celebration of each other. In the importance of creating an environment of cohesiveness where personal and professional contributions are valued, communication is open and confidentiality is maintained.

We employ staff who are committed to working for the best interest of children and their families. We believe in self-development, strong relationships, reflective practices, growth, opportunity and a hands on approach. We consider our educators a most valuable resource and that their culture and life experiences enrich our service.



Families know their children best and are the most important influence in the child's life, so this is where we seek to learn the most about their child. Families provide the bridge between the Centre and home by sharing information, unique skills, cultural value and a sense of belonging for the child to his/her learning community. The support and information given by the families is crucial to maintain high quality care and education.

As advocates for our profession, it is important to share our knowledge and experiences with the wider community. The needs of the children, families, staff and the community are constantly changing and that ongoing evaluation is essential to create a service that is responsive to those needs of all.

We recognise that our surrounding community also impacts upon children's lives. We bring the community into our service by learning about local and global events and exploring this community through excursions and incursions.

We acknowledge the original custodians of this land. We believe in a positive and a proactive approach to our environment and encourage educators and children to discover respect for the land, nature and animals. We continue our journey towards a sustainable future for the wellbeing of all in the community.

We provide a friendly, nurturing and welcoming environment for children and parents, where we respect and involve those from diverse cultural backgrounds. By listening to children's voices and ideas as well as consulting with families, we can plan programs which support children's holistic development and learning. We value the importance of keeping Australia's history alive and ensure indigenous perspectives are visible throughout our service.

We believe in a sustainable environment and will seek to awaken in each child, an appreciation of their natural surroundings and its resources. Our environment is open ended, stimulating, nurturing and adaptable to the individual needs of each child. It fosters creativity and spontaneity and develops a sense of belonging and community within the learning environment. Our aim is to be a community role model in sustainability by caring for the environment, reducing, reusing, recycling and being "green".

We aim to achieve a sense of wonder, feeling, belonging to and love of the land, nature and animals, so that young children will develop a lifelong respectful, positive and proactive attitudes to our environment and a sustainable future. We are committed to sustainable practices.

We will be providing a Kitchen Garden Program that offers opportunities for children to



take part in food preparation, planting, gardening, harvesting and other activities based on a life cycle within the immediate environment.

We endeavour to implement a flexible program that is responsive to the evolving nature of the early childhood environment and that provides for different learning styles. Children are capable and resourceful learners who are active contributors to their own learning. We provide positive, self esteem, supportive, secure environments with the rights and interests of each child at the forefront. We believe this empowers children to freely engage in everyday experiences.

Our vision is that learning environments should be vibrant and welcoming spaces with natural and familiar resources that are carefully arranged, asking the ordinary to look extraordinary and engaging the children's interests to promote a sense of well-being.

Written by Centre Director and Staff Team in consultation with children and families.

