



CENTRE PHILOSOPHY

Our philosophy guides our pedagogy and teaching decisions and is framed around current research into the most effective ways young children learn. The service uses the Walker Learning Approach: a play-based approach which inspires a child's natural curiosity to learn. Through nurturing experiences, the children are encouraged to question and reflect on their own ideas as well as those around them. Experiences are arranged to promote the wellbeing of each child and are thought-provoking to develop intellectual, physical, social, spiritual, artistic and environmental knowledge and skills. The children of our Little Saints', After School and Vacation Care community, St. Andrew's family and the wider area will grow towards understanding and respecting the traditional custodians of our Country, our environment and learn how to become valued members and contributors to their world.

Our service operates under the Education and Care Services National Law and Regulations, follows the guidelines and principles of the Early Years Learning Framework, My Time Our Place, Queensland Kindergarten Learning Guideline and the National Quality Standard. The curriculum centres on developmental areas and uses children's interests, parent contribution and community events as a basis for learning and shaping the programme. Education, daily practices, decisions, and children's experiences are underpinned by our philosophy, policies and practices. Educators and families are encouraged to provide feedback where relevant to ensure that our practices meet expectations and current research.

Developing strong bonds with children and ensuring meaningful interactions are paramount for learning to occur among young children. Inclusive practises are important at Little Saints and After School & Vacation Care, and educators ensure that all children are provided with experiences that promote trust and mutual respect. The service has a full commitment to children with additional needs and ensures that all families and children are not discriminated against and enrolments are equitable and fair.

We acknowledge that families are the children's first teachers and our curriculum is a collaborative approach between children, families and staff. Our environment is organised to stimulate thinking and extend understanding and learning. The children act as researchers with staff and together discover new concepts and ideas. Our children learn about our world by becoming a part of it. Children are allowed to 'be' and feel that the service belongs to them and are part of the Little Saints' and OSHC community. By allowing the children to 'be children', they explore and learn about their surroundings through play which is intentionally organised to promote further thinking and analysis.

SOURCES:

Current understandings of play & importance of early childhood development has been sourced from:

Education and Care Services National Law & Regulations.

The Early Years Learning Framework, Belonging, Being, Becoming.

My Time Our Place: A Framework for School-Aged Care.

National Agenda of Early Childhood, Commonwealth Task Force on Child Development, Health and Wellbeing, 2003.

Reggio Emilia Philosophy (Italy).

Walker Learning Approach (www.earlylife.com.au)