



Our values and beliefs at Dido street form the following statement of Philosophy that align with the guiding principles of the National Quality Framework:

Acknowledgement to Country

Here is the Land; Here is the Sky.

Here are all my friends and here am I.

We stand together hand in hand, respecting and acknowledging The Dharawal People, the traditional owners of our land!

THE RIGHTS AND BEST INTERESTS OF THE CHILD ARE PARAMOUNT

In relation to this we believe:

- Acknowledge that this is the time where foundations are laid for future health, learning and wellbeing.
- Teaching life skills is embedded in our everyday program and practice.
- Spontaneity is embedded in our daily practices
- Connect children and families with each other and the local child and family support services
- Program to promote play, fostering learning through a process of exploring, problem solving, social interaction and communicating. We value the importance of play because it is through play that children have fun and can express themselves, resulting in the child feeling a sense of belonging, being and becoming.

CHILDREN ARE SUCCESSFUL, COMPETENT AND CAPABLE LEARNERS

In relation to this we believe:

- Acknowledge children are unique individuals and aim to enhance all areas of development
- Support children in developing the tools, knowledge and insights in how to communicate and how to initiate, develop and sustain positive relationships and social connections. In forming a sense of belonging within the service, we believe this is pivotal.
- Support children growing up with the understandings, skills and dispositions to be caring people and effective learners, able to contribute to their world and to enjoy rich and successful relationships with others.

EQUITY, INCLUSION AND DIVERSITY UNDERPIN THE FRAMEWORK

In relation to this we believe:

- Respect the multiple cultural ways of knowing, seeing, living and celebrate the benefits of diversity and honour differences
- Work as a team that supports one another through open communication, motivation and acquiring new skills, with the guidance of the Code of Ethics.

AUSTRALIA'S ABORIGINAL AND TORRES STRAIT ISLANDER CULTURES ARE VALUED

In relation to this we believe:

- We believe in creating connections within our community of Kiama and always research to find new ways of incorporating this into our program.
- Promote the value and contribution of our service with the broader community and invite the community to be involved within the service where appropriate
- The theorist, *Vygotsky*, states 'children acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society'. We believe this to be correct and encourage collaboration with members of society.

THE ROLE OF PARENTS AND FAMILIES IS RESPECTED AND SUPPORTED

In relation to this we believe:

- Provide a reliable routine in a home like environment that meets each child's need. Children will warm to a consistent and familiar service, making them feel secure.
- Promote resilience, a sense of belonging, self-worth, secure attachments and warm trusting relationships and interactions
- Align with our philosophy to make decisions that affect children, families, staff, curriculum and community
- Recognise parents as their child's first and most influential teachers
- Encourage families to be involved within the centre, allowing for family identity, culture and heritage to be implemented which enables the process of the child being, belonging and becoming in a high quality of care service.

BEST PRACTICE IS EXPECTED IN THE PROVISION OF EDUCATION AND CARE SERVICES

In relation to this we believe:

Working in partnership with families, educators use the Learning Outcomes to guide their planning for children's learning. In order to engage children actively in learning, educators identify children's strengths and interests, choose appropriate teaching strategies and design the learning environment. Educators carefully assess learning to inform further planning. (EYLF, 2009, p.9)

- Provide an individualised program, which caters for children according to their age and stage of development
- Meet the 5 learning outcomes in the form of a process and journey rather than focusing on the end result
- We believe in creating an aesthetically pleasing, sustainable, home like environment that is inviting and changes to the needs and interests of the children, has variety and is vibrant.
- Respond to children's ideas and play and the use of intentional teaching to scaffold and extend each child's learning
- Program to offer choice as well as structured and unstructured activities, outdoor/indoor experiences, quiet/noisy, music and movement, story time, multicultural and drama play
- Assess each child's learning and development as part of an ongoing cycle of planning, documentation, and evaluation.

Our statement of philosophy is a living document, continually evolving in the light of new research, with ideas and input from educators, families, community, and children.