

LOGAN TAFE COMMUNITY CHILD CARE CENTRE SERVICE PHILOSOPHY

OUR CENTRE PHILOSOPHY PRINCIPLES ARE INTEGRAL TO THE BELIEFS OF OUR STAFF

Program and Educators: -

The Early Years Learning Framework (EYLF) forms the foundation of our program. Our qualified, experienced educators facilitate children's learning using these principles and practices. We offer a recognised [Government Approved Kindergarten Program](#); our teacher offers a perspective on play that encourages resilience and enriches children's learning prior to the Prep school year. Our Educational Leader and professional development opportunities assist our Educators in achieving the best learning outcomes for all children.

Children:-

Each child is precious and unique; they are listened to and encouraged to engage in making decisions and choices about their play, learning and environment.

Play allows children freedom to imagine, explore, create and learn, it enables them to simply enjoy 'being'. Our outdoor environment allows opportunities for risky play like climbing trees, messy play such as mud kitchen and digging patch, water play.

Our Educators interact respectfully with all children, they build attachments and recognise teachable moments with during the routines and play experiences. They support all the children with genuine care and affection and they celebrate and recognise their achievements.

Partnerships: -

Families and parents are respected and supported: We recognise that parents are their children's first educators and we value the vital role that parents, carers, and family members play in the children's lives and in the running of the centre. We establish relationships with families that and communicate with respect and acceptance of culture and beliefs that is for the optimal benefit of the child.

Our service has a strong focus on inclusion: -

Inclusion is vital in our society and we recognise all children have the same basic needs and have rights to live according to their Cultural traditions and beliefs, including Aboriginal and Torres Strait Islander children. The maturity and cultural diversity of many of our educators gives them the ability to honour and understand the cultural differences and lifestyle choices of families. We offer support for the families who wish to continue their education and those entering the workforce.

We have compassion for those with additional needs; they are equally valued, respected and included into our program.

Community: Our service responds to social justice issues in the community and strives to maintain a connection with aboriginal elders. We participate within the TAFE community and offer practical experiences for the TAFE students as well as students High Schools, and University. We work in collaboration with local Community Organisations and Government Authorities and we have an open invitation to other services and Educators within the community.

Management Committee: -

Parents have the opportunity to be involved in management decisions and processes, they make decisions in the interests of the families and Educators based on legislation and Regulations and ensure our families have access to information regarding policies and procedures. They support the maintenance of professional practice with acknowledgement and endorse professional development.