

Philosophy

Vision: What makes Flinders Children's Centre & Tji Tji Wiltja Preschool unique?

Nurture and engage with nature, environment as the third teacher, play-based, belonging, holistic, strong relationships, culturally safe, Reggio inspired, lifelong learning, and creative thinking. We strive to create a foundation that will instil a passion for lifelong learning and create a centre that is a beautiful space, welcoming, and inspiring. This enables families and children to become immersed in a safe space owned by all.

Values

Respect
Responsibility
Integrity
Professionalism
Collaboration and engagement
Sustainability
Honesty

Principles

Secure respectful and reciprocal relationships
Partnerships
Equity inclusion and High expectations
Respect for diversity
Sustainability
Aboriginal and Torres Strait Islander perspectives
Critical reflection and ongoing professional learning
Collaborative leadership and teamwork



Practice

Flinders Children's Centre staff recognize that children's initial learning takes place within their family and community, bringing a wealth of knowledge and a range of experiences to their learning journey. Children are encouraged to construct their own learning and share their ideas based on their curiosity and explorations. We acknowledge that play and learning happen in social settings, and educators support children holistically through their emotional and physical presence. We are fully committed to providing a welcoming space where conversations and attentive listening foster genuine connections that promote and sustain individual and collective well-being.



“Our Philosophy combines the values, principles and practices that represent our beliefs – We believe this will allow our children to thrive as life-long learners at the very beginning of their educational journey.”



In relation to children, staff:

- ❖ Ensure that all children experience learning that is engaging and builds success for life.
- ❖ Acknowledge that they bring their diverse experiences, perspectives, expectations, knowledge, and skills to their learning.
- ❖ Act in the best interests of all children.
- ❖ Respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1989) and commit to advocating for these rights.
- ❖ Respect the special relationship between children and their families and incorporate this perspective in all interactions with children.

- ❖ Create and maintain safe, healthy environments, spaces and places, which enhance children's learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions.
- ❖ Work to ensure children and families with additional needs can exercise their rights.
- ❖ Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important.
- ❖ Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities.
- ❖ Work to ensure children are not discriminated against based on gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.
- ❖ Acknowledge children as competent learners and build active communities of engagement and inquiry.
- ❖ Honour children's right to play, as both a process and context for learning.

In relation to families, staff:

- ❖ Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies and support them in their role of nurturing children.
- ❖ Assist each family to develop a sense of belonging and inclusion.
- ❖ Develop positive relationships based on mutual trust and open communication.
- ❖ Develop partnerships with families and engage in shared decision making where appropriate.
- ❖ Acknowledge the rights of families to make decisions about their children.
- ❖ Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
- ❖ Develop shared planning, monitoring and assessment practices for children's learning and communicate this in ways that families understand.
- ❖ Acknowledge that each family is affected by the community contexts in which they engage.
- ❖ Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.
- ❖ Maintain confidentiality and respect the right of the family to privacy.
- ❖ Ensure families are supported & actively engaged in services, programs & decision making.
- ❖ Understand they are accountable to the family & local community as well as to other key stakeholders.
- ❖ Operate on the basis of cultural respect & cultural inclusion.

In relation to each other, staff:

- ❖ Build collaborative relationships based on trust, respect and honesty.
- ❖ Utilise professional codes of conduct/ethics to guide professionalism and interactions with others.
- ❖ Acknowledge, support and celebrate the personal strengths, professional experience and achievements of the team.

- ❖ Share and build knowledge, experiences and resources with colleagues.
- ❖ Collaborate in order to generate a culture of continual reflection and build upon best practices in early childhood.
- ❖ Work to promote community understanding of how children learn, in order that appropriate systems of assessment and reporting are used to benefit children.

In relation to professional learning, staff:

- ❖ Commit to continuous improvement through participation in inquiry and professional development that builds new knowledge, challenges thinking, supports reflective practice and contributes to the learning of others.

In relation to community, staff:

- ❖ Learn about the communities they work within and implement a range of programs which are responsive to those contexts reflecting community priorities.
- ❖ Develop collaborative partnerships with people, services and agencies within the communities that support children and families.
- ❖ Promote shared aspirations within community contexts to enhance children's health and wellbeing.
- ❖ Utilise knowledge and research to advocate for universal access to a range of high-quality early childhood programs for all children.
- ❖ Strengthen community capacity by enabling supportive play -based for children and families.