

Our Statement of Philosophy

Early childhood is a period of rapid and significant change, a vital period in each person's development. In very profound ways – physiological, emotional, social and spiritual – the experiences lived in early childhood form the foundation for future vision, learning, health, wellbeing and participation in family and community life.

Because of this, relationships are at the core of all that we do. The environment we create, the curriculum we develop, the decisions we make and the programs we offer derive from the hearts of passionate, collaborative and committed professionals, who not only strive to be sensitively attuned to one another, but our community, families and children.

We place the greatest value on respectful, honest and compassionate relationships, with the full knowledge of the ways in which this advantages the holistic development of each individual child and family.

Children are respected as experts in their own learning and development. Educators, community and allied health professionals are researchers, continuously reflecting and improving upon pedagogy and practice, in order to provide an optimal early childhood setting, where children and families have the freedom and power to grow within a safe, challenging, responsive, inclusive and supportive environment.

Our natural environment is precious. Our children adore it and learn copious amounts within it. In order for our children to be future advocates for our natural world, we must connect them strongly with it. In order for our children to grow strong physically, emotionally and intellectually we must give them the gift of time and space to explore, inquire and investigate within our natural world. We seek meaningful and authentic opportunities to promote Australia's Aboriginal and Torres Strait Islander cultures, with a deep respect for the strong connection with and knowledge of our Mother Earth.

Finally, we promise our children that we will be strong advocates for play. We must respect each child's individuality and promote the development of each unique person. In partnership with families we need to guide development of social and emotional learning, to care about others, to have a positive attitude toward other cultures, races and environments. We are all part of each child's village – we are all responsible for raising empathetic, powerful learners, who are literate, numerate, critical and creative thinkers who have a strong capacity to love. To love learning, our natural world, one another and themselves. The best way to do this, is through play.