



OUR PHILOSOPHY

Children – We see children as unique and capable individuals, who come to our Service with their own interests, talents, skills, and ideas. All children will have an equal opportunity to learn and will be respected and not discriminated against no matter what gender, age, ability, economic status, family structure, ethnicity, lifestyle, religion, culture or language. We will ensure families with additional needs are included and will offer any support, guidance and assistance needed. We feel children have a right to be active participants in their own learning and must be empowered to express their views and ideas. As we unpack the Early Years Learning Framework (EYLF) we will work alongside your child to actively promote children’s learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills.

Relationships- We believe that secure, respectful and reciprocal relationships provide children with a secure base for exploration and learning. The children in our care develop secure attachments with our educators having a sense of belonging and are provided with opportunities to learn while having fun&enjoyment. Positive relationships help children to learn about their responsibility to others, to appreciate their connectedness and interdependence as learnings.

Health & Wellbeing- As the welfare and wellbeing of each child is paramount, we strive to provide holistic support by encouraging age-appropriate development of physical skills, competence in personal hygiene and an understanding of healthy lifestyle choices. Being healthy, well rested and free of illness assists children to be able to participate happily and successfully in the environment. Educators attend to children’s wellbeing by providing safe and secure environments, affirmation and respectful for all aspects of their physical, emotional, social, cognitive, linguistic, creative and spiritual being. We embed healthy eating and physical activity into programmes for children, entitled “Munch and Move”;

Family – We acknowledge that family is the most important and influential aspect in the lives of young children and the significance of their relationships cannot be underestimated. We aim to ensure we involve parents and families into all aspects of the program’s development and implementation. We strive to develop positive, mutually respectful relationships with each family member, as we work in partnership to achieve the best possible outcomes for all. We believe that working in partnerships with families is central to ensuring continuity and progression in a child’s learning, development and future success.

Program – We feel that a meaningful, integrated, emergent curriculum using EYLF as the Framework is the most beneficial to children’s learning across all developmental domains. We believe children are unique individuals who develop at their own rate, and thus providing enriching, meaningful and realistic opportunities children will explore, create, discover, and imagine. We will make decisions together with the families to ensure the children are learning to their best ability. We will help to guide and support families in their role, while also learning from families in order to achieve the best outcomes for children. Educators will follow our Centre Philosophy to help guide the programming process and also the implementation of their program. Our programs reflect planned and spontaneous experiences designed to support children’s development in all domains.

Educators – For the Educators In any Early Childhood setting, teamwork and effective communication are essential requirements for positive outcomes across all aspects of the Services’ functioning, for ‘together everyone achieves more’. Educators are responsive to all children’s strengths, abilities and interests. We aim to create an environment of trust and respect, where we work towards achieving a shared goal. Ongoing education and training is a critical aspect of staff’s professional development. We recognise Educators/Staff as our Service’s most precious resource and aim to provide them with a satisfying and safe working environment.

Environment & Sustainability—We believe young children represent the first of the future generations which makes it important for us, as educators, to help the children realise the significance of caring for and protecting their environment. We believe in promoting sustainable practices in everyday learning. Educators, children and parents work together to show respect, care and appreciation for the natural environment. Educators have the responsibility to make sustainable education a part of everyday practices, rather than a topic or theme to consider for a short time. It needs to be embedded within the curriculum and part of the day to day running of the service. We include sustainable practices in our centre through composting, worm farms, gardening and providing a natural environment which will allow time for discovery, reflection, experimentation and for revisitation.

Multi Culturalism & Indigenous Culture -We believe that being culturally competent is about building respectful relationships to support, promote and embrace cultural difference. It occurs overtime, by our connection with others and through our daily experiences with children and families in local communities, we can equip all children to live well with diversity and become active citizens now and into the future. It is through our commitment and our daily action to truly value difference that we become a community in which all can be long and flourish. We will aim to achieve the inclusion of all families and cultures by celebrating cultural and religious events and acknowledging and respecting religious beliefs.

We acknowledge Aboriginal & Torres Strait Islander Peoples as the Traditional Custodians of this country and their connection to the land, water and community in which we operate. We pay our respect to them, their cultures and customs both past and present.

Community-We strive to be seen as a Service of Excellence within our community, a Service which values community involvement in all aspects of our program. We believe that community engagement is important as it has an immense impact on children's wellbeing and learning. Experiences of relationships and participation in community contribute to children's 'belonging, being and becoming'. Engaging with the community builds on children's interest and expertise in being and becoming contributors to their world.

Continuous Improvement-Happy days Blacktown Centre has a commitment to continuous improvement and maintains a culture of ongoing reflection and self-review Our self-assessment and quality improvement process is ongoing and meaningful and involves all the stakeholders --educators, families, children and the management. We believe that children can play an important role in the self-assessment process as they can be a good source of information and we reflect on their voices that matters affecting them. Effective evaluation and self-review enables our service to continuously improve our policies, procedures and practices, which in turn enables us to improve our practice, which contributes directly to improved learning outcomes for children.

Child safety standards- Happy Days Kindergarten Blacktown is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision making. Happy Days Kindergarten Blacktown is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Every person involved in Happy Days Kindergarten Blacktown has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.