



CENTRE PHILOSOPHY 2019-2020

At My Stepping Stones Haberfield, we believe in providing high quality service and care, which is relationship based, meeting the needs of children and families in a warm, secure and friendly home-like environment.

We strongly believe that children learn through play experiences. Our program is child centred and holistic, one that nurtures children's growth and development, supporting their thinking and learning. Our educator's interactions extend on children's interests and abilities.

Our educators offer a well balanced, safe, secure, fun and enjoyable learning environment while working with families and fostering partnerships with the community. The inclusive curriculum at MSS values diversity, equity and of course children's choice.

Our beliefs are:

For families and the community:

We feel it's important to build strong relationships with families to ensure the continuity between their home and the centre.

At MSS families are regarded as partners. We respect parent beliefs. The ongoing communication with parents enables us to build strong relationships. We maintain partnerships with our families through conversations during drop-off and pick-up times, access to Story Park, the daily journals, weekly newsletters, as well as encouraging parents to provide input into our program.

We also believe that by working with and supporting our families and the local community, we acknowledge the children's cultural backgrounds which enhances their learning at our centre. This is implemented throughout the day during experiences that involve music, language, art and craft, technology and many other spontaneous experiences.

We believe that community engagement is important as it has an immense impact on children's wellbeing and learning. Our partnership with our local community is driven by how we can support each other by taking the time to listen to one another and network.

For children:

At My Stepping Stones we aim to implement an interest-based program. This includes age appropriate experiences, treating children as equals, giving children choices and providing a variety of spontaneous and intentional teaching opportunities. These experiences reflect and are accepting of each child's differences and individual abilities. This is achieved by interacting and engaging with the children in order to form a bond to ensure the program reflects their ever-changing interests and abilities.

Implementing the guidelines of the Early Years Learning Framework (EYLF), as set by The Council of Australian Governments in our everyday teaching practices, will assist in maintaining a high-quality program that meets the needs of all the children as well as the Government Standards for Early Childhood Education.

We provide our children with support and encouragement through planning the physical environment. This ensures there are opportunities for each child to explore and discover, fostering an appreciation of the natural environment.

Developing social and emotional relationships between educators and peers will contribute to the children's self-confidence. Feeling respected and valued allows the children to feel recognised in their environment, which then encourages them to recognise their peers.

At My Stepping Stones, as best practice and care for the children, we aim to promote healthy eating habits by only using fresh, organic produce, where possible. The menu is adapted according to the children's food preferences, cultural and dietary requirements. We also include a munch and move approach in our menu and routine.

Personal hygiene and safety procedures are implemented, as per best practice, and as recommended by the relevant authorities.

For educators:

At MSS we are proud to part of a happy, cohesive and well-functioning team. This is achieved by communicating with each other, acknowledging and respecting our differences and individual skills as well as being supportive, approachable and friendly to one another.

Collaborative reflective practice and individual critical reflections are a way we develop as individuals and improve the learning outcomes for the children in our care.

Maintaining high quality education and care, is of high importance to the educators at MSS. This is achieved by keeping informed with current early childhood practices and attending regular professional development training. Educators also reflect on practises to provide interesting and stimulating environments that are developmentally appropriate and inclusive of all children.

Ongoing professional collaboration with early childhood colleagues is encouraged and promoted. As educators, we strive to ensure a safe, clean and friendly environment that promotes a sense of belonging, through inviting learning areas.

Our dedication to Education for Sustainability, is supported by our educator's commitment to showing children how to become environmentally responsible, and modelling respect for the environment around us. Our program provides learning opportunities such as gardening, minimising waste, composting, recycling and reducing water and energy consumption for creating positive change.

Our priority as educators is to allow children the right to be children – as outline by 'Early Childhood Australia'.

We also respect the belief that 'Children's Rights Are Human Rights' as per the 'United Nations Conventions on the Rights of the Child'.

For management:

Management believes effective leadership builds and promotes a positive organisational culture and a professional learning community, as conveyed by the National Quality Framework.

MSS upholds the wellness and wellbeing of all their educators, children and their families.

Management supports a distributed leadership approach, encouraging a culture of continual growth and professional responsibility. We commit to having a plan for continuous improvement, in collaboration with the children, their families, educators and the community.

At My Stepping Stones, service practices are documented, records are maintained, and policies and procedures are always available and reviewed.

We believe in a comprehensive induction of all staff at the service. This ensures an understanding of expectations for best practices, teaching and learning, including confidentiality and centre procedures are established.

Management acknowledges the role educators have in facilitating children's learning. MSS management takes pride in supporting each individual educator by respecting and valuing their opinions and working with them to achieve their individual professional goals allowing them to progress to the next stage of their professional competence.

Management values dialogue, discussion and shared decision making within the centre.

At My Stepping Stones Haberfield, the educators link their pedagogical practises with Vygotsky, Piaget, Bowlby's and Ainsworth's attachment theories and Bronfenbrenner's ecological theory and how our environment influences us.

We are also committed to embedding an Indigenous and Torres Strait Islander perspective into our program. This ensures the children develop positive attitudes towards cultural differences and gain knowledge of different cultural practices. Developing these skills for communication and interaction across cultures, will become life skills. Our Reconciliation Action Plan (RAP) allows us to implement practical actions that build respectful relationships with Aboriginal and Torres Strait Islander People, as well as a Strategic Inclusion Plan (SIP) for all our families.