

# Our Philosophy in Practice

*Tyabb Village Children's Centre is a safe, ethical, respectful & unbiased community for each child and their family to "Belong, Be and Become"*

## Our Vision

To set a solid foundation for children to thrive, in a space free from judgement, violence and fear. To promote peace in the presence of justice and be a representative of the child's voice for recognition and opportunity.

## Statement of Intent

We are an innovative education and care service, with a strong sense of inclusion and equity. We celebrate the rich culture of our Nation's First Peoples and embed Aboriginal perspectives within our learning community. Through connection to Country, children will become environmentally aware, they will be curious and they will take action to protect the earth's past, present and future. We embrace diversity and cultures from around the world.

We know that healthy communities protect children's mental health and wellbeing. We do not judge others. We recognise that each family comes to us with their own life story. With the family we will plan to provide an individual approach for each child's care and education, aimed at growing resilient and highly motivated young people who are inspired to learn and lead.

We are a professional team that actively participates in teaching, research and life-long learning. We will share our knowledge with others in our community, use newly gained knowledge as an agent for change and build strong and stable futures for children.

## Pedagogical Approach to Learning

We acknowledge the strong narrative of Aboriginal culture and perspectives which are embedded in all elements of the Victorian Early Years Learning and Development Framework (VEYLDF). The VEYLDF guides our practice and is openly reflected in the routines, relationships and environments at Tyabb Village.

Our approach to teaching children is not about a set of predetermined standards; intentionality of learning is explored through play. Our commitment to reflective practice suggests deep thought is given to each child's individuality, personality, capabilities, and coping mechanisms. It requires a strong and trusting relationship to be formed between the educator and child and it relates directly to the child's interests and development.

Children are encouraged to contribute to the learning plan. We listen to the child's voice and we look at the world through their eyes to understand what is important to them at this stage of life learning. With the child in the lead, we plan a holistic learning experience that is underpinned by appropriate developmental expectations and holds space for children to "Be" by allowing time and opportunity to ponder thoughts and seek answers.

Our natural environments are the canvas for children's play and learning. They are open ended and do not restrict imagination or interaction. They encourage extension of the child's ideas and plans and they allow the child to self-challenge or take risks with guidance and support.

We include the local community in our learning plans. Through special program or projects such as intergenerational program, cultural program, library time, mindfulness, or by visiting natural bush lands, walking in community spaces and providing "big play" opportunities at the oval and park. We enhance and extend children's experiences and establish an understanding and connection to country

**Community connection research shows - "Individuals who feel a sense of security, belonging and trust in their community have better health than those who feel isolated or marginalized",  
RWJF, National Survey of Health Attitudes – 2015**

## **Our Identity**

- We play to learn
- We celebrate Australia's diversity
- We embrace opportunity and act with care
- We honor the role of the family and the stories they bring
- We understand connection as the basis of healthy human relationships
- We protect our hearts and minds
- We respect nature, animals and our environment
- We seek new knowledge

## **Our Commitment**

- To inspire innovation, discovery and learning through imaginative and sustainable environments
- To assist children to learn life skills such as, resilience, problem solving, positivity and mindfulness
- To teach an understanding of inclusion, diversity and social responsibility
- To maintain our focus on children's nutrition and understand the relationship between food and children's concentration and behaviour
- To build and maintain meaningful connections with family and community
- To work in collaboration with the child, the family and other professionals
- To always work within the regulatory expectations of the NQS (National Quality Standards) and the guiding principles of the Victorian Early Years Learning and Development Framework (VEYLDF)
- To be guided by the principles of the Possum Skin Pedagogy to embed Aboriginal perspectives within the educational program and environment
- To provide quality education programs which are formed from a process of critical reflection
- To work from a strength-based perspective when planning for the child's care and education
- To be authentic and transparent in our practice and communication
- To seek support and participation in decision making
- To only employ qualified and caring educators
- To dedicate our energy to excellence and leadership in early childhood, by building strong links with our professional and local community
- To work closely with like-minded training facilities and support the industry in the education of upcoming educators for the future
- To actively contribute to and participate in regular professional learning and development
- To reduce our footprint on the earth's floor through a mindset that will rethink, refuse, reduce, reuse, repurpose, recycle and care for or return to the earth

## **Our Beliefs**

- The role of education is to build on the inherent nature of the child, nurturing the child's spirit in mind, body and soul
- The rights and best interests of the child are always first
- That children are capable and competent learners
- The role of the family is supported and held in high regard
- That the "Possum Skin Narrative" is told with truth and respect for the culture of our Nation's First Peoples
- That equity, inclusion and diversity are the foundations for a healthy state of mind

