



SERVICE PHILOSOPHY

Sweetpeas Kindergarten acknowledges the Dharug people as the Traditional Custodians of the Country on which we teach and learn. We pay our respects to Dharug Elders past, present and emerging. We celebrate the stories, culture, and traditions of Aboriginal and Torres Strait Islander people of all communities who also live, work and play on this Land.

At Sweetpeas Kindergarten and Long Day Care Centre (Penrith) we believe that children's interests, abilities, strengths, cultures, and knowledge are the foundation of our pedagogy and curriculum. Educators focus on play-based learning to create purposeful and intentional programs and experiences. Our service believes that all children's learning styles should be catered for and nurtured in a way that is appropriate for them as individuals.

Our philosophy includes the following aims, reflections and beliefs:

IN RELATION TO CHILDREN:

- We believe that all children are diverse and have a wide range of knowledge based on the world around them.
- We strive to foster those thoughts and ideas to bring them to life in our own play spaces.
- We recognise children needing a sense of belonging and connections with others to thrive in a learning environment and strive to provide a service which is, welcoming, respectful and fun.
- Our service provides children with play-based learning experiences which are a combination of natural and processed materials in imaginative and creative environments. We encourage the children to explore, enquire, experiments and investigate in these environments which then promotes cause and effect, problem solving and hypothesising.
- Our inventive and intentional teaching programs are purposefully planned to support each individual child develop their learning by building confidence, through key group plans, whole service group times and project play.
- We acknowledge and recognise each child's efforts and their individual achievements are celebrated.
- We strive to ensure that strategies for children with additional needs are embedded and all children are supported in their learning.
- We endeavour to make all children feel safe, secure and supported.

IN RELATION TO ENVIRONMENTS:

- We strive to create a comfortable, warm and friendly environment for all children. Through these environments' educators provide safe and fair experiences which promote social interactions and meaningful conversations between children as well as with educators and families.
- The children are provided with opportunities to engage in experiences to care for the world around them such as tending to our garden, growing our own vegetables to use in our meals, as well as being involved in recycling and sustainable practises.
- We encourage educators, children and families to engage in sustainable practises and appreciate the wonder of the natural world in our play experiences while protecting the planet for future generations.

IN RELATION TO FAMILIES AND COMMUNITIES:

- We show commitment to involving families in all aspects of our service life such as programs, feedback, the development of their child and their ongoing learning and community engagement.
- We believe and 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 are committed to developing and maintaining positive, mutually respectful relationships with family members, as we strive to establish the best possible partnership with each of our families through our interactions, our online day book and communication strategies we have built with our families as our service evolves.
- We believe developing a sense of 'Belonging' through relationships with families, communities, cultures and environments promotes safe, secure and supportive connections.
- Each child is supported to develop an early understanding of their broader world and local community, the importance of self-regulation and achieving self-help skills as well as developing respect for diversity.
- Educators ensure that children at our service are educated about Indigenous culture and cultural learning materials are visible in literature, images, program and planning.

IN RELATION TO EDUCATORS:

- We believe teamwork and effective communication are essential requirements for positive outcomes across all aspects of the services functioning.
- We believe using the *National Quality Framework* and the *Early Years Learning Framework* assists us to strive for best practise.
- We believe collaboration and upskilling are a part of our ongoing professional development and improvement journey to provide the best possible outcomes for children.
- We strive to provide a safe, happy workplace for our educators through support, respect and trust as we work towards achieving a shared goal.
- We recognise educator knowledge and interests are a valuable resource and aim to provide our educators with a satisfying and safe working environment.
- Sweetpeas Penrith values the experience and skills of all staff. Through critical reflection of our actions, we are able to assess our own practises and identify areas that may need further development.

References:

- AGDE. (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0*
- Early Childhood Australia Inc. (2016). *Early Childhood Australia's Code of Ethics.*
- UN Convention on the Rights of the Child (1989).
- Individual reflections/beliefs from current staff

Date of most recent reflection: February 2024