

Minto Early Learning Centre Education and Care Philosophy

Minto Early Learning Centre's Education and Care Philosophy is a mission statement identifying our beliefs and reasons behind our practices. It embodies principles and practices that underpin our everyday interactions with children, families, educators, the learning environment and the wider community. Our philosophy has been influenced by children, their families, and our team of educators.

Contemporary research and practice regarding the education and care for children is a source of professional reflection for our educators.

Our Vision

Minto Early Learning Centre is a centre of choice where everyone has a voice in a nurturing environment.

Minto Early Learning Centre is a place where children are cared for and educated. They are made to feel like they belong. The program respects each child's individual learning style, strengths and interests.

Our service will provide a safe environment for everyone to play, grow and learn. Our service will support the uniqueness of our children, families and educators. Our service will support the role of the parent and where required be a link to other community support services.

In relation to children:

We believe that children learn most effectively through play. We acknowledge the social nature and process of play as a journey through which learning occurs. Learning through play is most effective when it is child initiated, child directed and supported by adults.

We believe that children's behaviour is an indicator of their emotional wellbeing, and therefore we support the labelling of emotions to promote self-regulation and development of secure attachments with children and educators. When children are emotionally secure, they will have the confidence to explore and learn, and they will be better equipped to develop and maintain positive and trusting relationships with their families and the wider community.

In relation to families:

We believe that families are their children's first and most influential teachers, and we promote the development of respectful and reciprocal partnerships through mutual trust and open communication with each family.

We believe that each individual family has their own parenting and child rearing practices, which are recognised and respected. Parents are welcomed and encouraged to become involved at the service in a way that respects the parents work, training and availability.

In relation to education:

Educators support and follow the Early Years Learning Framework. We believe that the educational program should incorporate a flexible and spontaneous approach that follows the children's interests and encourages exploration and active, hands on learning to encourage children to make choices and develop independence. We will support the child's transition to school by implementing a preschool program modelled on practices used by our local schools.

We believe that our service should reflect a natural and positive atmosphere providing opportunities where children can become active participants respecting themselves, each other and our resources.

We believe in supporting children's physical wellbeing by providing a range of active experiences and choices that promote and encourage healthy lifestyle habits. We believe that children should be encouraged to participate in sustainable practices that allow them to be connected with, and to contribute to, their world.

We believe that curriculum planning and documentation, as well as reflection, are vital to identifying, planning and implementing an interest-based program and should be informed by current research and practice in early childhood education and care.

In relation to the community:

We believe in working in partnership with a range of tertiary institutions (for example, TAFE and Universities), to foster and educate students in becoming high quality Early Childhood Professionals.

We believe in acting as a resource for families by sharing, exchanging or linking them with information regarding child development, health and care-giving practices.

We believe in promoting and fostering relationships with external organisations, such as the Benevolent Society and Include Me Inclusion Services to assist us in providing the best support for children and families.