



Philosophy

Mission Statement:

"We believe children are this Nation's most precious resource. It is both a privilege and a great responsibility to educate tomorrow's leader's today therefore we will do whatever is in our power to give our children a flying start in life. We endeavour to equip children with foundation skills in order to take their place in society as active responsible global citizens."

Our Philosophy:

At Bay Island Early Learning and Care, we believe in equipping children with foundation skills and supporting every child's right to an Early Education.

"Children have the right to play. The United Nations Convention on the Rights of the Child recognises the right of the child to rest and leisure and to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts" (UNICEF, 1989).

We believe play is what children do when they follow their own ideas and interests, in their own way and for their own reasons. Play physically strengthens children's bodies, expands their minds, strengthens meaningful relationships and co-operation with others and supports the development and use of language. Therefore, we will provide an enriched play environment, indoors and outdoors, that will stimulate children's imagination, extend their sense of wonder, enable them to experience success and develop a positive attitude towards learning.

We believe play is owned by the child with the adult as a partner in learning and therefore we will provide opportunities that are full of potential and possibilities to enable the child to explore, engage, question and discover. We will encourage the children to actively engage with the environment and to construct knowledge, meaning and understanding and provide opportunities for shared thinking, discussion and talk between adult and child that are essential for learning, growth and development.

We believe that development and learning are interconnected, interdependent and inseparable. When Educators hold this view of child development and plan play and learning opportunities a holistic approach is achieved. Therefore, we will implement a play based curriculum that encourages the achievement of the learning outcomes, relationships and encourage a respect for others, nature and the environment. We believe in supporting language, literacy and numeracy through play and the support of children to become readers for life. Therefore, we are guided by the Early Years Learning Framework and theoretical models of Rudolf Steiner, Lev Vygotsky, Maria Montessori, Urie Bronfenbrenner and Reggio Emilia and Abecedarian to enable Educators to critically analyse different approaches, reflect and to gain a broader perspective of their own practises. We will gather evidence of children's physical, cognitive, linguistic, emotional, social and spiritual learning to use in planning and setting individual goals.

We believe relationships are paramount. We respect the culture of children's play and diverse background and life experiences of all those in the early childhood setting as a positive resource to inform play. Therefore, we provide a warm and welcoming environment for the whole early learning community. We acknowledge the importance of the respectful relationships between the home and the Service and encourage active participation of families including the wider community.

We believe children are born with an affinity for nature and a sense of wonder. We cultivate these values and guide maturity into ecological literacy and sustainable patterns of living including equitable use of resources. Therefore, we model environmental and sustainable behaviour, practices and attitudes towards the value of water and water saving with the use of rain water tanks, recycled water systems to water plants and water wall play; reducing power wastage by turning off lights, fans and air-conditioning and hanging washing out; reducing waste using Reduce, Reuse and Recycle systems within each room and on a Service scale including food scraps to the chickens and worm farm, collection of community recycled items and the provision of rubbish sorting bins.

We believe in embedding Australia's Indigenous culture in our daily routine and curriculum. We value the knowledge and wisdom of our local Quandamooka Elders and model our respect through inclusion of an Acknowledgement of Country at events, and use of an informal Acknowledgement during Morning Circle. Aboriginal and Torres Strait culture is further celebrated by the incorporation of flag display, traditional music, Dreamtime and Hidden History stories, art, eatable food gardens and natural native resources into our programs.

We believe in celebrating our unique Island Culture as part of the fundamental building blocks of a child's identity and an essential element in fostering a sense of who they are and where they belong. We embed local community projects, events, organisations, and environmental protection into our calendar of events and program. We create opportunities to build positive dispositions and respect towards learning about culture and diversity as an Ecological system providing children with the skills, attitudes, and knowledge of the relationship between themselves, the environment and community.

We believe in creating a dynamic team of passionate Educators that will mentor, support and value each other's uniqueness. We support the attainment of personal and professional development, higher education, and ethical standards within a strength based environment. We strive to be viewed as an employer of choice and recognise the significance of being a major contributor to the economic and social wellbeing of our community.