



Hunter Region Working Women's Group

Inspiring leadership, championing opportunities for all women in the hunter

PHILOSOPHY

At Six Hats Early Childhood Service we believe:

- Our community is diverse and inclusive of our children, families, educators and wider community, rich in opportunities to explore, investigate, discover, make connections, gain broader understandings and develop a strong sense of *BELONGING*; 'acknowledges children's interdependence with others and the basis of relationships in defining identities' (Belonging, Being and Becoming, EYLF, 2009). ***"Because everyone likes me" Lachlan, 4***
- Each child is a unique individual in how they learn, their temperament and needs. Each child is capable, intelligent, articulate, an important contributor and able to co-construct their own learning. ***"I like being able to do art" Amelia, 4*** ***"I like investigating and finding things out" Charlotte, 5***
- Families are children's first and most influential educators; developing genuine relationships with families honours this, strengthening home/service connections and supports reaching positive outcomes. ***"I like seeing the connections made at Six Hats with the garden at home" Menzies Family***
- Educators behave with professionalism and respect at all times with the children, families and each other, facilitating learning and positive, respectful, authentic and reciprocal relationships. ***"Because I just love you" Connor, 3***
- Our education programs are meaningful to children, with foundations in their interests. Educators make provision for positive learning outcomes through intentionally planned and assessed play-based learning as supported through the EYLF and NQF. Children are empowered through a social learning environment. ***"They [the educators] do nice things for you and get you stuff" Nina, 4***
- As a Service, we believe in the provision of high educator to child ratios. We encourage and support the inclusion of passionate educators, promoting professional development and ongoing learning to refine our practice. As a service, we believe in agency and that everyone involved has a voice. ***"They [the educators] let us watch interesting things" Matthew, 4***
- In taking an active role in caring for the environment; the co-creation and ongoing management of sustainability program where children, families, educators and wider community are supported in becoming environmentally responsible.
- In taking an active role in the acquisition of skills for life and learning, including sustaining healthy choices.

"When children feel safe, secure and supported they grow in confidence to explore and learn...Identity is not fixed...positive experiences assist in developing an understanding of themselves as significant and respected." (DEEWR, 2009).

References:

Belonging, Being, Becoming (2009). Department of Education, Employment, and Workplace Relations.

National Quality Framework: www.acecqa.gov.au

The Code of Ethics: www.earlychildhoodaustralia.org.au

UN Convention on the Rights of the Child: www.unicef.org.au

Family emails, August/September 2014