

SALAMANDER CHILD CARE

Centre wide review of our current philosophy



Salamander Child Care Centre

2021 Centre Philosophy

OVERVIEW

We want to create a philosophy that captures who we are as a Centre and what we want for all our Children. We want a philosophy that is more than just words on a page. We want a philosophy that we live and breathe. A philosophy that is as unique as we are and a philosophy that children and our families understand and believe in as much as we do.

We will continue to review and reflect upon our philosophy throughout the year. All thoughts and reflections around this document are encouraged and welcomed.

We will continue to update this document as we continue to explore the idea of philosophy as a team and with our children and their families.

We first addressed this issue at our think tank day on the 12th January 2021.

This document was introduced on the 25th January 2021.

Previous Philosophy

At Salamander Child Care Centre, respectful relationships underpin the foundation for learning and are fundamental for an individual's sense of belonging, being and becoming.

We believe the family is the first educator of children. We collaborate with families to ensure children grow and develop through play-based learning, as they discover and make sense of the world.

We believe children, through support, guidance, and respect, will develop an appreciation of the natural world, sense of self, sense of belonging, self-confidence, resilience, strengths, face challenges and awareness of safe risk-taking.

We believe through positive, respectful relationships, environments and an inclusive play-based program, children learn to be creative, expressive, imaginative, and critical thinkers.

Staff are respected, valued, and encouraged to grow professionally and are essential to children's learning and development.

We are committed to supporting and protecting children, their families, and the environment. We are committed to sustainable practices which encompasses ecological, social, economic, and political awareness. We recognise and acknowledge the individual and their culture and aim to develop children's awareness and understanding of our Communities Cultural diversity and history.

Upon Reflection

As a team we agreed that the sentiment of the Philosophy was in line with who we are and what we do as a Centre. However, we did not feel that it celebrated the uniqueness of our Centre and it did not get to the true essence of what makes Salamander Child Care Centre so special.

We also felt that it was quite generic and if a Family had been to see multiple centres, there was not really anything in our philosophy that would make us stand out.

Initial Thoughts

We want an Acknowledgement of Country to start our philosophy.

We want to create a Philosophy that is accessible, understandable, and memorable.

We want the children's voice to be at the heart of our philosophy.

We want our philosophy to be a working document that has many layers.

We want our philosophy to be supported by videos, photographs, quotes and documentation.

We want our philosophy to reflect the traditional custodians of our land, our wider community, and our families.

We want our philosophy to reflect our team but also to attract other educators that share our beliefs and vision for Early Childhood Education.

We want the importance of play to run through our philosophy.

We want our families to belief in and be advocates for our philosophy.

We want a philosophy that we are confident and a philosophy that will be our first point of reference if having difficult conversations with parents regarding our practice.

The Ideas

Philosophy Tree – Identifying the key concepts of our philosophy and then surround these concepts with documentation that shows these concepts in practice.

Utilisation of multi-media – Incorporating video’s and photographs in our philosophy.

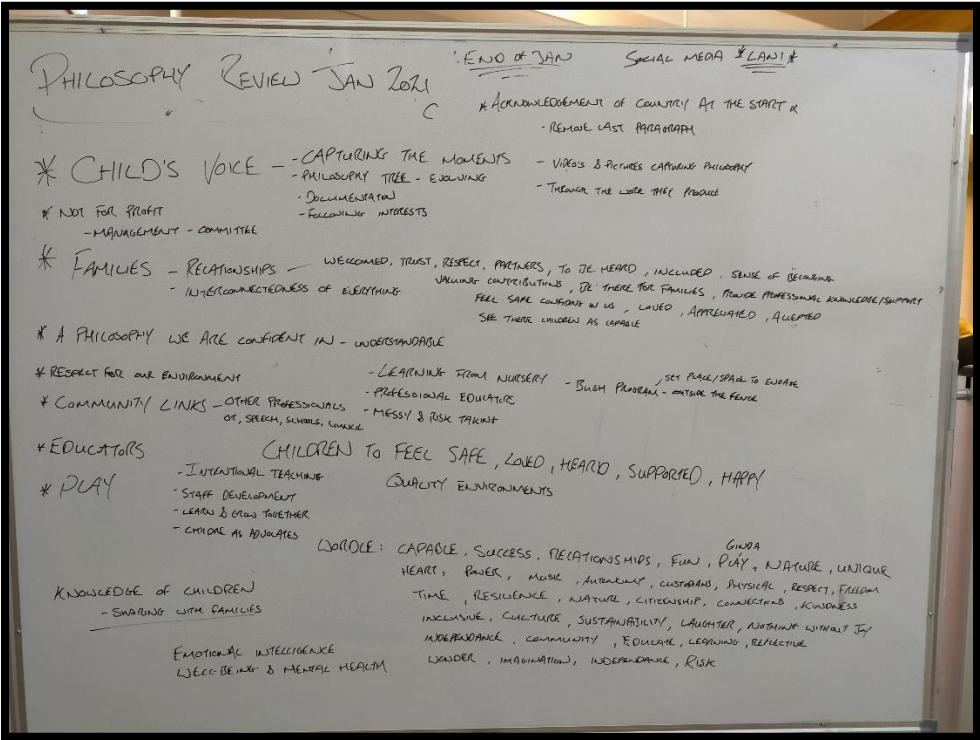
The Children’s Voice – Asking the children what being a part of Salamander Child Care means to them. Then embedding their responses into our philosophy and evidencing it in a variety of ways.

The Families Voice – As with the children, asking our families what being a part of the Centre means to them. What do they feel is at the heart of being part of SCCC?

Word Art – Rather than a statement of Philosophy, create a piece of word art that captures all of the concepts that drive our practice.

Authenticity – Encourage all families and children to read our philosophy and contribute to it. Send updated drafts to families for feedback. Speak with children about the philosophy to get their input.

Relevance – Link documentation to our philosophy as well as to learning outcomes and theories.



This image captures the feedback provided by the Educators during our Think Tank Day (12.01.2021)

Our Key Concepts

Acknowledgement of Country

- To start our philosophy.
- To start all meetings.
- To start each day with the children.
- Visible to anyone that visits our website or social media pages.

The child's voice

- Capturing authentic moments, not just pictures.
- Ever evolving documentation that reflects the development of knowledge and understanding.
- Identify and exploring genuine interests. Taking the time to find out what it really is the child is interested in and avoiding assumptions.
- The work the children produce should reflect our philosophy.

Families and relationships

- The interconnectedness of all stakeholders
- Welcome, trust, respect, partners, heard, included, sense of belonging, valuing contributions, there for families, provide professional assistance, a source of knowledge, able to confide in us.

Respect for our environment

- Respect for our internal and external environment.
- Respect for our man-made environment and our natural environment.
- Clear expectations of children, educators, families, and management.
- Embedded sustainable practice.
- Starts from the moment they join the Centre.
- Provide children with high quality environments in which to explore and learn.

Community links

- Links with other professionals.
- Links with other providers of Early Childhood Education.
- Links with schools.
- Links with local businesses.
- Links with organisations who can provide additional support to our families.
- Employee assistance program

High performing and valued educators

- Above award pay.
- Professional development opportunities.
- Shared understanding of a Play Based Curriculum and how it looks in practice.
- Educators who understand and are aware of how to be intentional with their teaching.

“Intentional teaching: involves educators being deliberate, purposeful and thoughtful in their decisions and action. Intentional teaching is the opposite of teaching by rote or continuing with traditions simply because things have ‘always’ been done that way.” (EYLF)

- Learn and grow together.
- Professional development plans and regular appraisal meetings

Play

- Understand play.
- Value play.
- Advocate for play.
- Be a part of the play.
- Never underestimate play.
- Create environments where play can flourish.

Knowledge of the children

- Ensure families can see how well we know their children.
- Produce documentation that shows a deeper understanding of each child.
- Provide opportunities for families to discuss their child’s participation at the Centre.
- Use our knowledge of the children to provide experiences that delight and inspire them.
- Knowing what children need and how to best support them when they experience big emotions.

Not for profit

- Lead the way as a not-for-profit Centre and show everyone what can be achieved when the focus is on children and not profit.
- Raise the bar so families do not accept anything less than exceptional care for their children.

The Words and The Art

Capable – Successful – Relationships – Fun – Play – Ginda – Nature – Unique – Heart
 - Power With – Music – Autonomy – Custodians - Physical Wellbeing - Emotional
 Wellbeing – Respect – Freedom – Time – Resilience – Citizenship – Connections –
 Kindness – Inclusion – Culture - Sustainability – Laughter - Nothing Without Joy –
 Independence – Community – Education - Love of Learning – Reflective – Wonder –
 Imagination – Risk – Happiness – Safe – Loved – Heard – Supported - Children’s
 Voices – Courageous – Competent – Co-creators – Music – Art



Using the words discussed during the meeting and after further reflection as a team, we created that attached word art as a potential option for displaying our philosophy in a unique and engaging way.

Next Steps

After seeking feedback from the Committee, we will use the information in this document and the feedback provided to finalise the word art and to create a philosophy statement. We will then send this out to all other families to see if they have anything that they would like to add.

I will also be looking to send both our word art and philosophy statement to Murrook to see if we can get both documents translated into Kathang language. Then we will share all updated documents with the wider community.

We are also in to process of updated our website so that it is a better reflection of our Centre and the new philosophy that we have created.

Respect yourself.

*Respect each
other.*

*Respect our
profession.*

NO WAY. THE HUNDRED IS THERE

The child
is made of one hundred.
The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.
A hundred always a hundred
ways of listening
of marveling of loving
a hundred joys
for singing and understanding
a hundred worlds
to discover
a hundred worlds
to invent
a hundred worlds
to dream.
The child has
a hundred languages
(and a hundred hundred
hundred more)
but they steal ninety-nine.

The school and the culture
separate the head from the body.
They tell the child:
to think without hands
to do without head
to listen and not to speak
to understand without joy
to love and to marvel
only at Easter and Christmas.
They tell the child:
to discover the world already
there
and of the hundred
they steal ninety-nine.
They tell the child:
that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things
that do not belong together.

And thus they tell the child
that the hundred is not there.
The child says:
No way. The hundred is there.

Loris Malaguzzi (translated by
Lella Gandini)