

## 1.2 Service Philosophy

Our passion and commitment is to guide children to be capable, competent and creative individuals, who thrive in environments that facilitate the opportunity to experience a sense of belonging and enhance overall learning, which builds future success in life.

The Service strives to build enriching environments and successful play based learning/teaching opportunities. Invitational learning engagement supports children's wellbeing as we recognise all aspects of their physical, emotional, cognitive, social, linguistic, creative and spiritual being.

We respect and honour diversity and the richness that it brings to our Service and the wider community that we live in. We value the range of strengths and perspectives each person has to offer and embrace the principles of Access and Equity, Fairness and Social Justice and will ensure that all children and families accessing the Service are treated with dignity and respect.

We believe:

- The best interest of the child is the primary consideration.
- In working in partnership with each child's family recognising each family's individuality and parental rights and responsibilities.
- The needs of children from all cultures, religions, backgrounds and all levels of ability should be met without discrimination.
- All children need to be cared for in a safe and hygienic environment, which promotes healthy living standards and role models future life skills.
- Children learn through play; hands on experiences and the use of their natural inquisitiveness; to seek, explore, discover, and create. Children should be allowed to express their own individuality, be given the opportunities to make their own decisions and encourage self-help skills, therefore promoting their independence and self-esteem.
- The dignity and rights of each individual child should be respected at all times.
- In using positive guidance and those child management techniques should not include physical, verbal or emotional punishment, including punishment that humiliates, frightens or threatens a child.
- Confidentiality is the process by which the right for privacy is protected.
- The relationship between Educators and Service staff places value on diversity, teamwork, mutual respect, understanding and professionalism.
- It is necessary for all educators and staff to enhance personal and professional skills and keep in touch with current trends and research in the education and care sector.
- In operating within all levels of Government Regulations, Acts and Agreements, we adhere to the Australian Early Childhood Assoc Code of Ethics.

	<b>Date</b>	<b>Details</b>
Revision 00	07/2015	Original Issued
Revision 01	12/2016	Reviewed
Revision 02	08/2017	Reviewed
Revision 03	11/2019	Reviewed
Revision 04	01/2021	Reviewed

## Related Documents

ACECQA [Guide to National Quality Framework](#) 2018:

[The United Nations Convention on the Rights of Children](#) Article 12 1991

[Belonging, Being and Becoming The Early Years Learning Framework for Australia](#) 2009

[My Time Our Place Framework for School Age Care](#) 2011

Early Childhood Australia – Code of Ethics and Supporting young children’s rights statement of intent (2015 – 2018)

ACECQA, Fact Sheet, [Supporting children to regulate their own behaviour](#) (Feb 2018)

Early Childhood Resource Hub – [QA 5 Relationships with children](#) (retrieved 12 Oct 2019)