

Relationships

- We see strong, reciprocal and respectful relationships as being the foundation for our work with children, families and communities. We believe that the Circle of Security approach is a respectful and empathetic way for us to ensure that children feel safe, secure and have a sense of belonging.
- Through the key educator approach each child is supported by a consistent educator, who takes time to know them deeply, respect their individuality and respond sensitively to their needs. This continuity fosters trust, security and a sense of belonging, empowering children to build confidence, form meaningful connections and engage fully in their learning
- We understand that children exist in the context of their family and community and that this contributes to the uniqueness of each child. Families are children's first teacher and working in partnership with families brings about good outcomes for children.

Inclusion

- We respect and celebrate our diverse community and are committed to cultural responsiveness and social justice.
- We value neurodiversity and recognise that every child experiences and engages with the world in their own unique way. We advocate for understanding, acceptance and equitable opportunities, ensuring neurodiverse children feel respected, supported and empowered to thrive.
- We are committed to cultural security for First Nations people. Their culture, history and stories are recognised, celebrated and respectfully embedded within our service.
- We are committed to providing a space which is inclusive of all gender identities, and promoting a safe, supportive and inclusive space for LGBTQIA+, children, families and community members.

Caring for country

- We recognise our connectedness with the natural environment: the land, the plants and the animals and the waterways. We are committed to ensuring our actions are respectful and beneficial to these elements.
- We acknowledge the Traditional Custodians of the land in which our service is on and strive to consistently build upon our knowledge, work in partnership to holistically embed practices which are respectful and preserve the Dharawal Country we are located on
- We honour and respect Country as a living part of children's learning and identity. Through meaningful hands-on experiences, we support children to develop a sense of responsibility and belonging, empowering them to care for Country now and into the future.
- We are committed to reflecting on and transforming our practices around consumption, sustainable education and environmental responsibility.

Respect

- We believe in the importance of empowering each child and their sense of agency. We view children as being capable and active learners who have a voice in shared decision making about their learning.
- We respect all stakeholders, children, families, educators and community. We are committed to reciprocal active listening, valuing open and respectful communication.
- We believe children's voices matter. We respect and value their ideas and choices, actively listening and responding to their verbal and non-verbal communication.
- We value our educators. We recognise them as professionals and believe in creating a work culture of professional enquiry and reflective practice for continuous improvement.

Child safety

- We fundamentally believe all children have the right to a life that is free from harm. Our priority will always be the safety and wellbeing of children in our care. We recognise children as important members of our community. Part of our role as educators is to advocate for children and their rights within our spaces, and within our community.
- We believe children have the right to bodily autonomy, choice and respect. We actively seek children's consent in our everyday interactions. By modelling respectful consent practices, we empower children to understand their rights, build trust and develop confidence in setting boundaries and making choices.
- We respect children's right to privacy, including their wishes not to have images taken. We encourage self-advocacy, creating a safe and respectful environment for all children

Play-based learning

- We understand that children learn through play. Play is a context for children's learning that allows them to explore their social and physical worlds as active participants in their learning. We understand the importance of teaching children valuable dispositions for lifelong learning and deliver this through play-based educational programs.
- We believe that our physical and social environments send strong messages about our view and expectations of children. We understand that our environments need to be predictable, safe, and created with care, whilst building children's ability to assess risks and make their own judgement.
- We value sensory exploration as a vital pathway for learning, wellbeing and development. By honouring children's natural curiosity and sensory preferences, we provide opportunities for creativity, regulation and deep learning.