



Wycheproof Childcare

Philosophy Statement

At Wycheproof Childcare:

- We have high expectations for every child. We support children's learning by providing individual scaffolding along with appropriate challenges which support their development along the learning continuum. We do this through setting learning goals from our observations and reflections, as well as collaboration with families, staff and other professionals.
- We value equity and diversity and our individual programming ensures that each child feels included and has a sense of belonging. We know that, from birth, relationships are the foundation of children's construction of their identity. We value family as a child's first educator, and we aim to form partnerships with families, building links between home and childcare. Parents are supported in their parenting role to develop strong attachments with their children.
- We believe that secure attachment is a fundamental part of children's healthy development, increasing children's sense of belonging, and of feeling included and secure in their social settings. This in turn affects children's experience as being part of a group, participating with others in play and learning opportunities, forming friendships and the development of good mental health.
- We aim to build secure attachments with children through our interactions with them; we recognise that during play, social routines, reading books, and engaging in rhyme-times provides us with key opportunities to develop secure attachments with children.
- We use the Victorian Early Years Learning and Development Framework (VEYLDF) as our curriculum. Children's learning is assessed through the process of the early years planning cycle and reflective practice. We collect information through observations and consultation with families. This allows us to make assessment of each child's knowledge and skills, which in turn helps to form our program and the setting of individual learning goals.
- The program and learning goals guide our teaching strategies, extending children's learning across the developmental domains and learning outcome areas. We draw on the integrated teaching and learning approaches from the VEYLDF. We do this by combining adult led learning, intentional teaching, child directed play and learning, and guided play and learning. We implement these goals, then review and reflect on these outcomes for ongoing assessment and planning, continuing the learning cycle.
- We aim to make children's learning visible to families. We share learning stories, through the children's journals and online, setting shared learning goals through conversations and meetings with families.
- Research on how children's brains develop highlights the importance of children experiencing risks, problem solving, and having opportunities to make mistakes, in order to build resilience.
- We set up physical and social environments together with teacher engagement to support children in developing dispositions for learning.
- We value unhurried time and giving children time to process their learning.

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- We believe in supporting children in the development of life skills such as: attention spans, ability to focus on a task or a toy, the ability to function and participate in a group. We actively expose children to situations that will allow them to practice these skills with educator support. Skills such as impulse control, delayed gratification and self-regulation, negotiation, collaboration, problem solving, conflict resolution and listening to each other's' perspectives. We encourage active listening and participation. This is a valuable skill for a child to use during story time, or while enjoying a visiting show, for example
- Our environment supports children's learning about nature and sustainability. We do this as we provide learning experiences and opportunities that teach children about caring for natural and constructed environments, living and non-living things and to explore and learn about the impact we have on them.