

PIPSQUEAKS

Early learning for
little treasures



Philosophy Statement



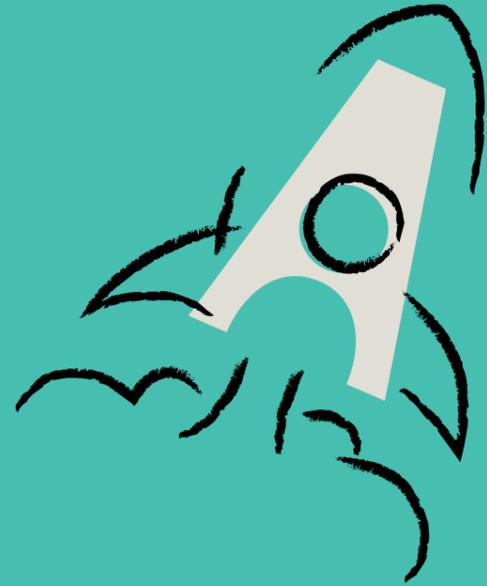
Pipsqueaks Early Learning Centre would like to acknowledge the Wathaurong people as the traditional custodians of the land on which we live, work and play. We pay our respects to their Elders past, and present and emerging.

We are committed to honouring Aboriginal and Torres Strait Islander peoples' unique cultural and spiritual relationships to the land, waters and seas and their rich contribution to society.

We acknowledge them as the first people to love, care for and educate children on the land on which we gather today.

“We are all visitors to this time, this place. We are just passing through. Our purpose here is to observe, to learn, to grow, to love... and then we return home.”

Aboriginal Proverb



Our Vision

We are committed to offering a rich learning environment that fosters a sense of wonder. Our relationships will nurture each child's capacity to live and learn to their full potential.



“

I like to learn about my mini guitar, and learning to do ladders outside.”

Olivia, 4 years old

Our Values

Trust

We build relationships based on trust.

Courage

We approach everything we do with courage.

Community

We respect everyone in our community.

Empathy

We interact with others with warmth and empathy.

Creativity

We cultivate creativity through our program.

Excellence

We commit to excellence in teaching and learning.

We build relationships based on trust

Trust helps us feel safe, secure and supported through our relationships and is the foundation of the educational program. We build trust with children, families and colleagues by forming meaningful relationships with them – showing genuine interest in their daily lives and culture.

Trust is also cultivated when we remain open and honest in all forms of our communication.

How we build trust

We develop trusting relationships with children, families and colleagues by:

- Honouring our commitments and following through on our promises.
- Treating all information about children, families and colleagues confidentially and with respect.
- Honouring ancient and ongoing ways of knowing, being and belonging for all our children and their families – especially Aboriginal and Torres Strait Islander children, families and communities.
- Creating an environment and relationships with children that nurture all elements of their wellbeing: emotional, physical and spiritual.

“This is Kaycee, me and Ben in the community area under the lights.”

Charli, 4 Years



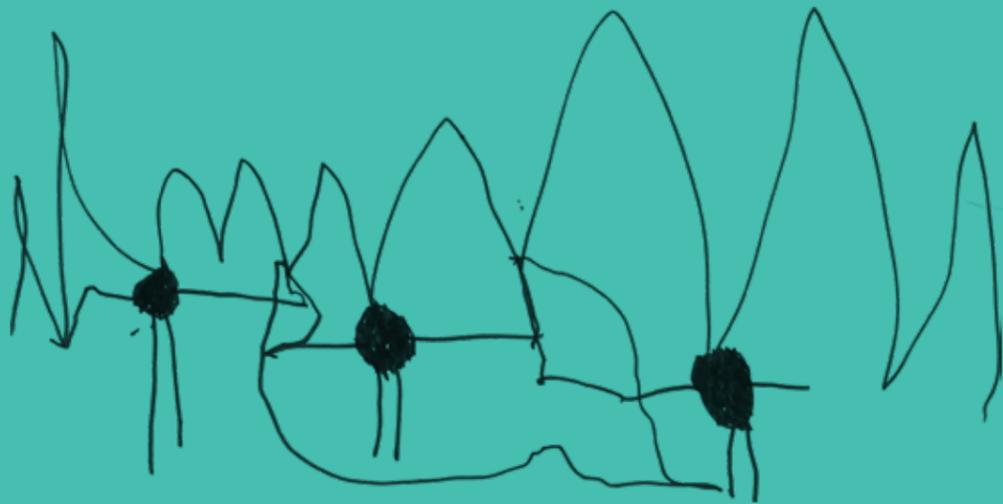
“Angus makes me feel safe because he doesn’t wreck my work.”

Amelia, 3 Years



“The staff are amazing, they are what makes Pipsqueaks that something extra, they are all so caring, friendly and have a genuine interest in ensuring that all the kids are happy, and well looked after.”

Ash, Parent of Amelia, 3 Years and Layla, 1 Year



“Balancing is scary, my mum and dad are hanging on. I’m holding on to my mum and dad.”

Amelia. M, 4 Years

We approach everything we do with **courage**

Feeling courageous helps us face difficulty and inspires us to take risks even when we are a little fearful.

Every day presents us with opportunities to be courageous – through honest and transparent conversations with families and colleagues, receiving feedback from the people around us and learning about new ideas and ways of doing things.

How we demonstrate **courage**

We demonstrate and build courage by:

- Putting the interests of the relationship, of what needs to be done or communicated, ahead of our own doubt or difficult feelings and it helps us to grow.
- Acknowledging the struggle and difficulty we sometimes face in exercising our courage.
- Holding high expectations for children.
- Advocate for play based programs that allow children to explore and take risks as they examine, hypothesise and experiment with new ideas and concepts.

We respect everyone in our learning community

We respect children and family identity as well as their culture as contexts for learning by building equitable partnerships with everyone in our service. This includes equity, inclusion and diversity being central to the way we make decisions and includes all perspectives in our programs.

We believe families are the first and most important teacher in a child's life and respect and value their knowledge and understanding of their child. We intend to build strong connections to the land through making connections with our local Indigenous People of the Wathaurong country.

How we show respect

We show respect for children, families and colleagues by:

- Working with families to engage their culture along with local and Indigenous perspectives.
- Slowing down and give ourselves time to get to really know each child in our program.
- Recognise that all children learn differently and as such we teach differently.
- Paying close attention to children's perspectives by listening to them through many mediums.
- Consulting with children on matters that affect them and make their voices visible.

“I am impressed with the dedication to exclusivity and diversity and proud that my children are being exposed to Australian Indigenous culture in their day to day learning.”

Amy, parent of Maxine, 4 years and Georgia 2 years

“I play with my family, I like drawing and doing different things.”

Taliah, 3 years





“ This is my family. We go to the park and play on the swings”

Luca, 3 Years

“ Everyone is patient, caring and has great attention to detail. Dropping our boys off to an organised centre allows us to go to work without any worries.”

Nadina, Parent of Aiden, 4 Years and Liam, 1 Year



We interact with others with warmth and empathy

Through empathy we understand the world from another person’s perspective. Warmth and empathy are critical to cultivating respectful and ethical relationships with children, families and colleagues. Warmth is about prioritising the relationship through our everyday interactions.

How we show our empathy

We show our empathy by:

- Acknowledging when someone is having a difficult day or moment.
- Providing a listening ear to children, families and colleagues.
- Understanding what is going on for children and families outside the service.
- Supporting colleagues through working alongside them and checking in through the day.
- Networking with specialist support services to make meaningful connections with families.

We cultivate creativity through our program

Creativity is about creating new things – ideas, art works, constructions, stories, ways of teaching and learning – that are unique to us. Through creativity children can express themselves as individuals, share original ideas and theories, recognising this is what makes us unique.

We also encourage our teaching teams to brainstorm, debate and discuss ideas with an open mind, which brings collective problem solving, new possibilities and innovation.

How we cultivate creativity

We cultivate children’s creativity through our educational program by:

- Offering open-ended play experiences and flexible materials, freedom to use materials and resources freely.
- Allowing children to resolve conflict themselves.
- Giving children time to work things out and problem-solve.

“Creativity is a way for children to express themselves without the fear of judgement.”

– Danni, Educator



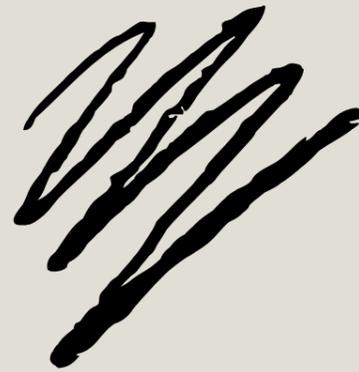
“

I like doing something for dad and mum, painting and drawing.”

Amelia age 3 years 11 months

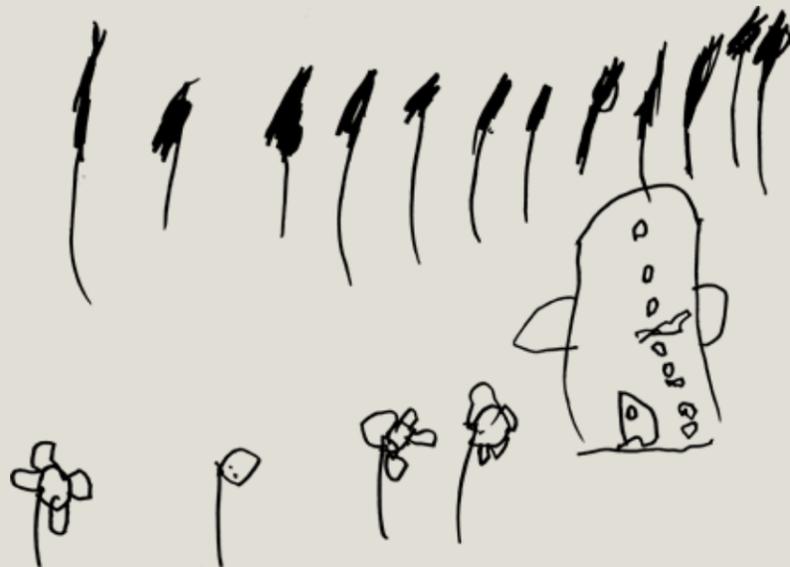
“Our philosophy inspires me to do better and be better and shows the amazing potential we all have.”

Belinda, Director



“I can draw the garden. Those are the trees and those are the flowers”

Aiden, 4 Years



We commit to **excellence** in teaching and learning

Children’s learning and development is supported by high quality teaching. This includes effective relationships, engaging and awe-inspiring learning environments as well as interactions that stimulate curiosity and amazement.

The whole teaching team is responsible for the quality of teaching and learning, and supports children to be and become in their potential. Shared pedagogy is something we work towards by bringing our team together regularly to collaborate. We have a commitment to mentoring new graduates and students in our profession.

How we deliver **excellence** in teaching and learning

We deliver excellence in teaching and learning by:

- Integrating family feedback and voices in the educational program.
- Engaging in ongoing professional learning through conversations, reading and formal learning.
- Bringing with us sound knowledge of contemporary early childhood program, pedagogy and practice.



DEVELOPED IN CONSULTATION WITH KELLY GOODSIR 2020/21.

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