



Stepping Stone Collinswood Childcare & Early Development Centre

Centre Philosophy

Stepping Stone Collinswood Childcare & Early Development Centre acknowledges the traditional custodians whose ancestral lands we meet upon. We pay respect to Elders past, present and emerging.

At Stepping Stone Collinswood we value the importance of feeling a sense of Belonging to people and place. Our educators welcome each family and child with kindness and respect, ensuring that all feel safe, secure and supported in our community. We believe that the establishment of supportive and kind relationships between educators, families and children, are paramount to children's wellbeing, and positive participation and learning in our centre and curriculum.

We value and embrace the diversity and multiculturalism of our community, ensuring an equitable and inclusive environment for children, families and educators. Guided by and reflective of the principles of the United Nations Convention on the Rights of the Child, and Early Childhood Australia's Code of Ethics, our educators care for the holistic health and wellbeing, safety and rights of all children.

Acknowledging the ancestral lands we meet upon, as the traditional lands of the Kurna people, we are committed to developing our knowledge and understanding of Indigenous perspectives, and offer opportunities for children to learn about, acknowledge and respect the history and culture of Aboriginal peoples and Torres Strait Islander peoples.

Our curriculum is informed and guided by the Early Years Learning Framework (EYLF), and centres around our children's emerging ideas and play. Recognising that all children are competent and inquisitive learners, we believe that children's achievements in learning is best promoted through enjoyable play provocations which are responsive of their developing interests and strengths. Our knowledgeable and reflective educators consider our children's emerging interests and play to thoughtfully plan responsive environments and provocations which represent our children as individuals, as well as a community of learners. We also provide new and interesting focuses for learning as we believe in expanding on what children already know and can do, as we foster their sense of Being and Becoming. Our holistic approach to children's learning supports their mental and physical wellbeing as we believe that healthy nutrition and physical activity are crucial to children's ongoing growth and development.



We believe in fostering our children's developing environmental awareness and sustainable practices, as they learn how they, as Australians, can contribute to creating a sustainable future for all. Within our service, curriculum, and through partnerships with local and wider community members and resources, our children are supported to develop an understanding of their shared conservation responsibilities, and practice these as they care for our environment.

We believe that our children experience greater success in their development and learning outcomes, when our educators foster respectful and collaborative partnerships with their families, and when the curriculum is reflective of children's home lives and experiences. We welcome our families to share, reflect and collaborate on their children's learning and development, and invite them to share their personal talents, knowledge and experiences, to further enrich our curriculum and shared decision making. We welcome our families to participate in review processes, valuing their reflective insights as a commitment to the practice of continuous improvement.

We value and support ongoing reflective practice, and the ongoing professional development of our educators, as they continuously expand their professional knowledge and practices, which are guided by the vision of Early Childhood Australia's Code of Ethics, the United Nations Convention on the Rights of the Child, the National Quality Framework, the EYLF and our Centre Philosophy. Our educators believe reflective practice and professional learning are personal and collegial processes, where respectful and collaborative reflective conversations and learning opportunities enable us to provide greater care and education for our children, families and community.

Written by Centre Director Emilie Martin, with consultation of all educators.

