

Tatura Children's Centre



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TCC Philosophy

*“For all Children to be
active participants in their learning”*

Our Centre philosophy is supported by the following guiding documents and principles:

- The National & Victorian Early Years Frameworks
- Education and Care Services National Regulations and National law
- Reggio Emilia inspirations, practices and principles
 - Tatura Children's Centre RAP
 - UN Rights of the Child

We use these to inform our curriculum and decision making at TCC. We implement an emergent curriculum and acknowledge the important role educators, family, children, environments and community plays in our service. We are always striving to improve so we continue to provide exceeding standards of early childhood education and care for our community across the 7 National Quality Standards.

RATED
EXCEEDING
NATIONAL QUALITY STANDARD



Emergent curriculum and Documentation:

An emergent curriculum approach is used across all rooms and involves children constructing their own interests which builds upon their current knowledge. Our curriculum requires educators to actively seek out, scaffold and challenge the interests of all children. Flexible environments allow educators to be responsive to children's needs, freeing them to construct knowledge together. An example of this was when the new Tatura Library was built. The children were given the opportunity to have a tour of the construction site when the building process first began. The children wore safety vests and hats and watched the concrete being poured from a cement truck. They also were given a turn at sitting on the big digger. Educators scaffolded the children's learning by providing them with a range of different construction based activities as they showed an increasing interest in the building of the Library and were observed engaging in conversations about what the builders were doing. Arts and craft activities such as painting using tractors and diggers were provided for children to engage in as well as small and large group play experiences with building blocks, vests, hard hats and tools. This allowed children to role play, experiment with and further build on their own ideas and knowledge. Regular visits to the Library construction site were also an important aspect of the children's ongoing learning as they could maintain connections with the building process and steps taken to construct such a large building. Our online documentation portal, underpins our commitment to maintaining a collaborative approach to helping children work towards and achieve outcomes of learning with family input.



Collaboration & Project work:

We believe that collaborating with children individually and in both small and large group settings, assists them in ways that are developmentally appropriate and meaningful for each child. This is considered valuable and necessary to advance a child's development. Creating a collaborative environment requires educators to provide children with opportunities to express their views and be genuinely listened to by caring, responsive educators. We also support and encourage children to talk, compare, negotiate, hypothesize and problem solve through group work. Educators ensure they provide children with many opportunities to express their ideas and views in ways that are meaningful. This view enables children to be active participants in their learning. Educators support this by creating aesthetically pleasing and inviting areas throughout the rooms to ensure there is spaces for small, large or individual play. Collaboration areas are created for children to engage in large group activities as we believe in joining together information from home, the centre and community which supports learning for all children.

Our curriculum includes Projects which evolve and scaffold into many directions over time. We investigate children's interests and are co-learners in their learning journey as we deepen their current knowledge, while introducing new ideas and concepts into their play. Educators are advocates for utilising the children's interests and strengths to guide their planning decisions.



Teachers as researchers:

Within a teacher- researcher role it is essential to listen carefully, observe and document children's learning. Educators use a variety of styles and ways of doing this to ensure that each child's learning is recognised. Each room at TCC has a laptop and iPod to capture children's learning. The learning is then uploaded to TCC's online documentation platform daily for families to view. We believe it is important to gain insight into a range of teaching and learning approaches, become more reflective educators, make effective changes and updates to our program and overall improve our practices. We do this by participating in educational research and development from personal studies and workshops right through to ongoing professional development days which are held annually. Educators reflect on their own teaching and learning styles and continue to revise their own personal pedagogy. Educators in each room ensure that there is an Atelier space for the children to work on projects and craft experiences. Children are encouraged to create, imagine and explore their own ideas.



Partnerships with Families and Community:

Establishing and maintaining positive relationships with our families and Community is an essential element to a child's success in their growth and development. At TCC we will actively seek out opportunities to engage children within our local Community through Community walks and excursions and regular visits to our Local Library. We also embed a variety of incursions across our Early childhood and Kinder rooms such as the Melbourne Zoo, local Dentist Van, Kyabram Fauna Park, Indigenous Elders and more. As Educators, we will actively seek out our families to engage in our Service. We will always collaborate with families via our communication channels such as our closed Facebook page, online documentation platform and emails, as we believe the more proactive we are with our communications about a child's day, the greater sense of belonging our families have. Having a strong partnership with our Families and Community, gives all stakeholders a sense of Belonging, Being and Becoming.



Diversity & Inclusion:

Children are supported, their cultures, family origins and languages are celebrated and we respect everyone for their individual differences. We value the importance of mutual respect, with everyone having a sense of belonging as we celebrate and embed cultural awareness.

Our Community is very important to our pedagogy and we endeavour to include everyone into our Service and have high expectations for every child's learning. We believe all children have the right to a life of fullness, we respect everyone's nationality, right to their own identity and right to be a child and to learn through play. We see every child as an individual and include all children so every child is valued for their unique, creative and individual personality and learning style.

Learning environments & Substantiality:

Our environments are considered as the "third teacher". We believe in creating learning environments that are welcoming spaces and reflect the lives and identities of children and families while responding to their interests and needs. The physical aspects of our environment support children's physical, social, emotional, language and cognitive needs. Through catering to different developmental needs we carefully organise spaces for small and large group projects and small intimate spaces for one, two or three children. We provide a range of activities and age-appropriate play materials that are changed to meet individual interests and enable children to choose from a variety of options. We also ensure that our learning environments are welcoming and inviting so that children feel comfortable, safe and secure to explore, discover and make choices and decisions. All rooms and outdoor spaces are designed specially to meet the individual needs of the children in each age group.

Our Sustainability practices are embedded within our indoor and outdoor environments, with educators instilling a shared responsibility approach. Our chicken shed, vegetable/herb gardens worm farms and compost bins are looked after collectively by everyone and recycling practices are embedded as well as a shared approach to maintaining room temperatures and the usage of electrical devices ie air conditioners and double sided blinds for sunlight.

Relationships with children:

Positive relationships with Educators help children to connect with others, build friendships and support children to self-regulate their emotions. Ongoing interactions with children assist them to feel safe, secure and free to explore, play and learn and contribute to their sense of identity. We provide children with opportunities to learn how to interact with others, respect other's rights, be assertive, be caring, negotiate and resolve conflicts. Developing these warm and respectful relationships with children also enhances their social and language skills. Fostering the children's interests and respecting them as individuals, is important to our pedagogy and teaching practices.



Source:
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