

PHILOSOPHY

Relationships with families and Community. At RCH Early Learning we are a family, and warmly welcome children and their families into our space. We form genuine relationships by openly communicating, being flexible and having mutual respect for the contributions we all have in children's lives.

We acknowledge families as the first teachers a child will have. We value the unique knowledge they have of their children, and are inclusive of circumstances, abilities, beliefs and cultures they bring to the learning environments. We encourage the ongoing exchange of information, through a variety of methods, as this builds a shared responsibility in decision making. We therefore work alongside one another, in partnerships that display respect, honesty, and trust.

We belong to a community of children, families, educators, the hospital and Royal Park. We respect our role as a valued member of the hospital community that is at the forefront of the Early Childhood field.

Children. We support all children's individuality and the unique life journey they are embarking on. We believe education is the key, and that every child has the opportunity to engage from an early age. Children are at the centre of our practice, and we create opportunities for them to reach their full potential. Most importantly, we inspire children to have fun and celebrate their learning.

Each child's journey is unique. We respect and embrace their diversity; personalities, genders, age, cultures and abilities. Our inclusive environments create a safe place where children can freely share their ideas, interests, opinions, perspectives, and creativity. We act in children's best interests and commit to keeping them safe and empowered. We embrace warm and qualitative relationships with every child, and support them in building genuine friendships with others. We believe that this is invaluable in their overall wellbeing.

Holistic curriculum. Our curriculum is built on the foundations of the Early Years Learning Framework, and supports educators in meaningfully assessing children's learning during their time with us. We practice an evolving curriculum that is visual, flexible, accessible and democratic for children, families and educators. We embrace the Multiple Intelligences of children and educators (their individuality and creativity), and encourage this in our teaching and learning environments. Educators contribute their own abilities and values, alongside the service's curriculum approach, as a way of being inclusive, respectful, and supportive.

Our curriculum encompasses diverse developmental opportunities, with a focus on emotional, social, physical, cognitive and linguistic development, to offer holistic and balanced experiences for children. Through this, we scaffold self-growth, independence, interdependence and individuality. We provide time for children to engage in play, and encourage them to reflect on the processes rather than the product of their efforts.

Our teaching and learning strategies encourage children to be curious, be challenged, take risks and find JOY in their learning.

Royal Children's Hospital Early Learning has a strong commitment to providing progressive and high quality early education, where the needs of both the children and the families are met. As dedicated Early Childhood Professionals, we have embraced the vision 'for all children to experience play-based learning that is engaging and builds success for life' (EYLF, p:5).



**The Royal
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Environments. We create free-flowing indoor and outdoor environments that are beautiful. They are open, inviting, and stimulating, as well as fun, happy and calm. We support children's play with environments that reflect individual health, nutritional, active play, and relaxation needs. We encourage recycled and natural materials in play, to strengthen children's engagement with the environment and their community.

We embrace the learning opportunities that the hospital and surrounding environment offers, and the ways that our involvement can benefit our sense of connection and belonging. As part of this, we acknowledge the traditional custodians of the land with which we engage, the Wurundjeri people of the Kulin nation, and pay respects to elders past, present and emerging.

Leadership. We are a dynamic team of passionate and informed professionals that model high quality practice at all times. We are cheerful, caring and EXCITED to contribute to the teaching and learning environment. All forms of communication are supportive, collaborative, positive and mindful of the unique practices that we each contribute to the environment. We focus on each other strengths and ensure that there is equity in the ways we all contribute to decision-making. We are a group of diverse educators who strive to inspire new approaches and thinking in the Early Childhood field.

We promote an understanding of child development and advocate for quality early education. We continually seek and share professional knowledge, to support teaching decisions. We encourage feedback from children, families, educators, and our professional community. We use this feedback to celebrate our successes and to inspire a goal-orientated journey towards continuous growth.

