

1. PHILOSOPHY

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Our Mission

It is the mission of Connect Five to provide support to young children and their families in order to give them the best possible start with regard to learning and developing life skills. In keeping with the Australian Early years Learning Framework, **Belonging, Being, Becoming**, the focus for Connect Five is in creating a rich, vibrant, creative Children's Service in which the **Practice of Relationships** is central. In building empathy, respect, thoughtfulness and trust that will complement the lives of children and families and develop the endless possibilities and potential of the children.

We will endeavour to do this through:

- Promoting and supporting respectful life enhancing relationships
- Practising in ways that acknowledge the child as capable and resourceful
- Striving for meaning and connections
- Honouring diversity
- Being flexible in delivery
- Ongoing learning and reflective practice

What is a Philosophy?

A philosophy provides an outline describing the underlying beliefs and understandings upon which the things we do (our day to day practise) are built.

In a children's service such as Connect Five the people involved represent a wide range of backgrounds, connections and experiences which produce a great diversity in their beliefs and world views and this will be reflected in their approach to their interaction with children.

In creating a philosophy for Connect Five it is intended to capture the common ground, to generate some ideas for creating a joint understanding that will promote a partnership between Staff and the Community that will be an ongoing tool in providing direction for the development of the service and the way it operates

Our Philosophy

Young children are first of all learning to learn and it is our goal to foster an optimistic outlook and perseverance in each child. All members of the learning community, adults and children, create and maintain a learning culture in which there is on-going evaluation, openness to change, openness to diversity and continuous improvement.

In acknowledging that each family is part of a wider community Connect Five should be embedded in the community and an active effort is made with each community to reach out and become part of a strong network where support is both provided and received.

The physical environment is much more than a backdrop for children's experiences. The environment must work not only for the children who use it, but must also be comfortable for the adults as well. The physical environment conveys a strong message of welcome and belonging to both parents and children. In order to promote active play, Connect Five play sessions are conducted outside whenever possible. On the occasions when sessions must be held indoors, children will have the opportunity to engage in physical activity.

In planning for ongoing meaningfulness, development and continuity Connect Five endeavours to follow up the things in which children show interest. Professional knowledge enables predictions to be made about the kinds of provisions that are likely to be engaging to children.

Each session has a natural rhythm, a relaxed pace where one part flows comfortably into the next, where transitions are smooth and natural, where children have time without a sense of being hurried.

Each group creates its own identity reflecting the members and what is important to them.

Educators continually seek ways to build their professional knowledge and develop learning communities. They become learners with children, family and community, and value the continuity and richness of local knowledge shared by community members