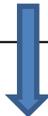


MPC Philosophy

At Mitchelton Pre-Schooling Centre we view children as individuals and social learners. We acknowledge that children come from diverse backgrounds and bring unique strengths, experiences and understandings of their world. We recognise the Turrabul people as the traditional custodians of this land on which we learn and play.

The fundamental focus for all decision making is the well-being of children and their growth and learning. In the learning environment, play is valued as a significant means for learning and allows opportunities for children to co-create the curriculum. Play can provide insights into children's interests, skills, beliefs, joys, anxieties and frustrations. We encourage healthy, sustainable practices and value everyday, incidental and intentional experiences.

We believe that the connections made through listening, playing, talking, noticing, wondering and questioning provide a rich and significant context for children's learning. We consider partnerships as integral components of the curriculum. Opportunities are created for families to share - in all aspects of our learning community. We encourage children, families and staff to make meaningful connections and develop a sense of belonging, place and well-being within the Mitchelton Pre-Schooling Centre environment and the broader community.



In relation to children we:

- protect and promote children's wellbeing, health, safety and security.
- honour children's right to play (United Nations Article 31) as a critical tenant of our practice.
- trust in children's capacity to observe, explore, question, investigate, create, wonder and experience.
- value individual learning styles, paths and processes. Children's uniqueness and ambition is recognised. They are able to construct their knowledge using their own learning style and experiences.
- encourage children to be active partners in their learning. Children are valued as active citizens of Mitchelton Pre-Schooling Centre with an informed capacity to contribute to the wider community.
- recognise that children are living in a rapidly changing world.
- listening, negotiating, compromising, sharing, respecting self and others, risk taking, problem solving and being flexible and resilient are key dispositions and skills for life.
- support children's exploration of the natural world and foster their understanding of sustainable practices through local and global contexts.
- build children's capacity as collaborative social learners by encouraging them to listen to others; engage in communication.
- represent their feelings, understandings and ideas in a variety of ways.

In relation to families and community we:

- recognise families as children's first and most influential teachers.
- recognise the traditional custodians of this land and support children's understandings of Australia's first people past and present.
- celebrate the richness of the history of Mitchelton Pre-Schooling Centre and the connections the centre has with the community past, present and future.
- allow time to get to know families, and understand that trust and a sense of belonging take time to build. We value reciprocal communication and relationships with families. The unique connections within these partnerships are valued. We support strong connections regardless of input.
- value and recognise the diversity within this community. While there may be common threads binding our community, each family brings their unique culture, values and beliefs to this.
- understanding and acknowledging points of similarity and difference helps build capacity and strengthen relationships.

As teachers and educators we:

- are guided professionally by the Early Childhood Australia Code of Ethics.
- embed the Early Years Learning Framework for Australia; the Queensland kindergarten learning guidelines and the National Quality Standards into our daily practice.
- invest our time generously and genuinely with children to optimise learning possibilities and potentials.
- support the well-being of individuals and the staff team and their ongoing professional development and reflective practice.
- support, equip, challenge, extend and add complexity to children's learning and growth.
- celebrate children's voices and journey of learning. We are proud to make children's thinking and learning visible in ways that are significant to children and their families.
- recognise strengths in children, families, colleagues and the community.
- respect the confidentiality of all members of the centre: children, parents and staff.
- value collegial partnerships. We foster a collaborative approach where all staff are respected as individuals and as a valuable part of the team.
- recognise the significance of a sense of belonging to MPC for children, families and staff.
- support, mentor and sustain colleagues to build the collective professional leadership capacity of the staff team.
- encourage respectful and socially just practices and advocate for the rights of children.
- look for opportunities rather than constraints.