

# MPC Philosophy

*We recognise the Turrbul and Jagera people as the traditional custodians of this land where we learn and play and acknowledge Aboriginal and Torres Strait Islander traditional ways of being and caring for children. Relationships, Well-being and Play form the foundational roots from which this philosophy grows.*

*At Mitchelton Pre-Schooling Centre we view children as individuals with rights and responsibilities and as social learners, have a diverse range of learning styles and abilities. An anti-bias approach underpins our belief that every child has a place. We acknowledge that children come from distinct backgrounds, diverse cultures and bring unique strengths, experiences and understandings of their world. Each child's voice and agency are valued as they co-create their learning path and curriculum in our authentic and meaningful learning environment. Connecting with nature and building sustainability understandings form the basis for contributing to the local and global community.*

*Respectful relationships are paramount. We are active listeners with children's well-being, growth and learning fundamental in all decision making. Play provides insights into children's interests, skills, beliefs, joys, anxieties, and frustrations. Play is valued as a significant means for learning which occur through everyday, incidental, and intentionally planned experiences.*

*We provide a rich and significant context for learning and opportunities to develop life-long dispositions by encouraging listening, playing, talking, noticing, being curious, creative and imaginative, collaborating, wondering and questioning. We consider partnerships as integral components of the curriculum where diverse perspectives are valued. Opportunities are created for families to share in all aspects of our learning community. We encourage children, families, and the staff team to make meaningful connections and develop a sense of belonging, place and well-being at Mitchelton Pre- Schooling Centre and the broader community.*

## **In relation to children we:**

- protect and promote children's wellbeing, health, safety, security, and rights.
- 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, imagine, and experience.
- 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 the traditional custodians of this land and support children's understandings of Australia's first people past and present.
- recognise that children are living in a rapidly changing world.
- recognise that listening, negotiating, compromising, sharing, respecting self and others, risk taking, problem solving, 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 and engage in communications.
- afford opportunities for children to 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.
- commit to respectfully engage with Aboriginal and Torres Strait Islander children, families, and our community to develop a deeper understanding of Australia's First Peoples.
- 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 partnerships with families. We support strong connections regardless of input.
- value and recognise the diversity within our community. While there may be common threads binding us, each family brings their unique culture, values, and beliefs. We understand and acknowledge points of similarity and difference which helps build capacity and strengthens 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.