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GOWRIE VICTORIA

*Philosophy of the
Children's Program*

**INSPIRE
EDUCATE
DELIGHT**



“Gowrie Victoria Children’s Programs have a rich history of model programs. Since 1939, programs have operated through demonstration to the wider early childhood profession on what is best known about teaching young children. We endeavour to continually inspire educators to be reflective practitioners through provision of pedagogical leadership, support, mentoring, resources and engagement in critical reflective thinking.



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INTERACT



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“We acknowledge the critical importance of children, parents and educators as partners in a learning community that promotes the wellbeing, education and development of all children.”

We believe in the recognition of the uniqueness of each child and family and the need for children to develop an understanding and respect for self and others.

We acknowledge that children have a sense of belonging first to their family. We respect and integrate the diverse cultures of children and families.

We acknowledge the critical importance of children, parents and educators as partners in a learning community that promotes the wellbeing, education and development of all children.

We believe that interaction, sensitivity and attachment are fundamental elements in providing opportunities for children to realise their potential. This potential is achieved through opportunities to:

- * imagine and create
- * propose theories and reasons
- * master skills
- * have meaningful experiences
- * express thoughts and ideas
- * solve problems
- * engage in reflective thinking
- * explore diverse ways of knowing, thinking and learning.

We believe that children need a strong sense of wellbeing for good physical health, feelings of happiness and a positive sense of self. We believe that promoting positive mental health through physical, social, emotional and spiritual wellbeing will make a significant difference to the lives of children.

We view children as capable, competent, co-contributors and acknowledge them as active participants in their own learning. We consult and work in collaboration with children regarding a range of aspects of the children’s program.

We believe that the role of educators is to provide a stimulating and responsive environment where positive reinforcement and encouragement make learning possible.

We acknowledge and value our own indigenous heritage and those of the wider community – locally, nationally and internationally. We will value and connect with people to create a sustained learning community.

We strive to support children in the ways they connect with the natural environment to promote awareness of environmental and sustainable practices.

We recognise and value the knowledge and commitment of educators and fully support their continuing professional learning. Educators will engage in critical reflection of the philosophy, ethics and practice to enrich decision making about children’s learning.

We believe it is important for educators to support one another to ensure strong physical, emotional and spiritual wellbeing across the centre.

We believe that a statement of the centre’s philosophy changes as new insights are gained and practice is evaluated.



BROAD GOALS THAT SUPPORT THE PHILOSOPHY

THE CHILDREN'S PROGRAM

Gowrie Victoria's approach to early childhood education and care is built on contemporary research and underpinned by the Early Years Learning Framework's vision to provide children with a sense of Belonging, recognise and celebrate their Being and support their Becoming.

Educators support children through responsive interactions and the provision of engaging materials and environments which reflect the interests and needs of the children.

Rich learning experiences, including language and literature, maths and science, sensory, dramatic and imaginative, visual arts, music and movement, physical, self help and environmental awareness are presented in an inclusive way.

Educators make children's learning visible in many ways; the Reflections Journal and Children Portfolios form the cornerstones of our approach.

The children's program will respectfully incorporate and reflect the cultural diversity within our community and will also build links with the wider world.

The children's program will provide equal opportunities for both genders and reflect an anti-bias approach.

EDUCATORS

All educators will have input into the development, implementation and evaluation of the children's program.

Educators will respect and value children, parents and other staff of the service.

All educators will participate in ongoing early childhood professional training and learning.

Educators will become co-learners with children and foster positive relationships with individual children.

Educators will support children to be active participants in their learning.

Educators will take an integrated, holistic approach to teaching and learning.

Educators will respect the natural environment and encourage children to adopt similar values.

Educators will actively engage in critical reflection in order to gain deeper insights into children's learning and development.

"Families and children are encouraged to contribute to the program and share the experiences they value with educators"

CHILDREN

For each child to develop a strong sense of belonging and to feel safe and secure in their environment.

For children to be respected for who they are and to show respect to others.

For each child to form positive and trusting relationships with educators and children, and be supported in the development of ongoing friendships with others.

For each child to be actively involved in a range of meaningful learning experiences and feel empowered to make choices.

For each child to develop resilience, self-confidence, a positive self-esteem and positive self-worth.

For children to be active citizens in their community, and recognise that they have a right to belong to many communities.

For children to enjoy childhood; to have the time just to be and the opportunity to embrace each moment.

For children to feel confident expressing an opinion in matters that affect them.

COMMUNITY

Families and children are encouraged to contribute to the program and share the experiences they value with educators.

Educators and parents will work in partnership with each other to support their child's learning and development.

Educators and families of the centre will demonstrate respect and acceptance for the uniqueness of each family, their culture and their lifestyle.

Educators will foster an awareness of our indigenous heritage, our own cultures, including those of the wider community both nationally and globally to promote connections with others.

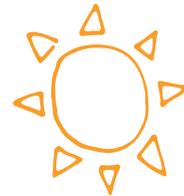
Educators will develop and foster ongoing meaningful relationships within the local community so that children and families feel connected through a sense of belonging.

Educators, children and families will demonstrate responsibility for the rights of people by being advocates in relation to local and global issues.

Educators and families will foster and promote smooth transitions for children between home and the centre, between the centre, other specialist services and school.

Families of the centre will be provided with a range of opportunities to have input into the children's program e.g. committees, working bees, involvement in the children's program, in daily activities and parent/staff meetings.

Educators will promote the value of play in children's everyday learning to support families understanding of its importance to lifelong learning.





“A philosophy statement is a dynamic document which all stakeholders are invited to contribute to. Contributions can be made at any time through consultation with the Manager of the Children’s Program. A working party from across the organisation sought feedback on the values and ideals of families, educators and children which informed the development and ongoing revision of the philosophy.

RESEARCH AND INNOVATION

Gowrie Victoria Children’s Programs have a rich history of model programs. Since 1939, programs have operated through demonstration to the wider early childhood profession on what is best known about teaching young children. We endeavour to continually inspire educators to be reflective practitioners through provision of pedagogical leadership, support, mentoring, resources and engagement in critical reflective thinking.

Educators will at times be involved in partnerships with others from the Early Childhood profession which may include academic staff. These partnerships may include research projects, planning and implementing contemporary, innovative teaching approaches. This research enables the continuation of developing model demonstration programs to their full potential.

A philosophy statement is a dynamic document which all stakeholders are invited to contribute to. Contributions can be made at any time through consultation with the Manager of the Children’s Program. A working party from across the organisation sought feedback on the values and ideals of families, educators and children which informed the development and ongoing revision of the philosophy.

Gowrie Victoria’s philosophy is influenced by the following:

Gowrie Victoria’s Code of Conduct.

ECA Code of Ethics.

UN Convention on the Rights of the Child.

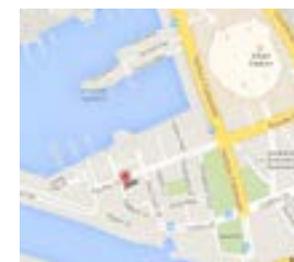
Approved Learning Framework.

National Quality Framework.



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