



Gowrie Victoria Strategic Plan 2024 – 2027

Gowrie Victoria acknowledges the Traditional Owners of the place now called Victoria, and all First Nations Peoples living and working on this land where we support educators and early learning services.

We celebrate the history and ways of knowing and being of the world's oldest living culture. As educators, we believe we have a strong responsibility to nurture an understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures in new generations of children. We are committed to developing genuine relationships with Aboriginal and Torres Strait Islander people and to embed learning about our shared history throughout our organisation and curriculum.

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We do Acknowledgement of Country because we respect Aboriginal people.
- Wally

We care for the land.
- Rahmi



Introduction

For 85 years, Gowrie Victoria has been at the forefront of high-quality early learning.

We're a purpose-driven, valued-based, not-for-profit organisation and our belief in children will always drive everything we do.

This strategy focuses on four core approaches that are the foundation to how we achieve our goals. We innovate, demonstrate, collaborate, and advocate.

We're people-focused, and we achieve our purpose by enabling people to flourish. We build capability by providing opportunities to apply, embed and reflect on learning. We open our doors and share what we learn, to increase the capabilities, confidence and engagement of educators and teachers across our sector. Generations of teachers and educators have developed their practice with Gowrie Victoria.

We commit to continuous improvement of practice through the use of evidence-based tools. We commit to demonstrating the highest quality in early learning in order to strengthen our sector. We commit to ensuring that the voices of children and families guide our programs, improving meaningful relationships and interactions. We commit to using our voice to influence the wider system.

This strategy commits us to increasing our impact by growing our diverse portfolio of programs and services, and directly supporting more teachers, educators, children and families.

We are all custodians of the trust, belief and reputation of the early childhood sector built over generations, and we will honour that legacy by continuing to deliver, demonstrate and advocate for quality early learning.

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You can't touch the fire because then you can get burnt.

- Louie W

I like picking mulberries with Moses and I like afternoon tea.

- Sophia



Vision

Children are empowered to achieve their potential.

Purpose

We lead, innovate and demonstrate high quality early learning to create a strong early childhood sector.



Approaches

Innovate

We will be curious to find new and better ways to achieve higher quality and better outcomes

Demonstrate

We will exemplify and demonstrate high quality practice

Collaborate

We will amplify our impact through partnerships and strong relationships

Advocate

We will use our voice to advocate on issues that advance excellence in ECEC

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You learn a lot in kindergarten, even how to be respectful!

- Wolfe

I have so many friends here and I am excited about tomorrow.

-Noah



Goals

During this plan, we'll work towards our vision by focusing on impact in five specific areas.

Goal 1

Deliver and demonstrate high-quality pedagogy and practice

Children will always be at the centre of our decision making.

We will improve the quality of programs through evidence-based tools and through the engagement of children and families.

We will engage families and ensure that family and children's voice inform the quality of education.

Goal 2

Improve access to and participation in high-quality education

We will advocate for children and families and will use our voice to influence the wider systems that support them.

We will collaborate across health and education systems supporting specific cohorts of children and families, and each of our services will work in partnership with local family support services and allied health to ensure consistent and effective wrap-around support.

We will advocate for critical changes including additional funding needed to support improved access and participation of vulnerable children in each of our services.



Goal 3

Build the capability and confidence of new and experienced teachers and educators

We will implement a blended program of learning that builds and demonstrates capability.

We will launch and develop the Gowrie Learning Hub with flagship learning projects where Gowrie can offer a unique voice and demonstrate the translation of theory into practice.

We will define early childhood career pathways and deliver a portfolio of programs and career supports at each stage.

Strong adult learning guiding principles will be the foundation of this work, and we will evidence learning outcomes and demonstrate how these lead to improved practice and workforce retention.

Goal 4

Develop effective leaders

We will implement a comprehensive leadership capability program for the early childhood sector.

We will develop a leadership capability framework for the early childhood sector and a framework for defining and measuring effective coaching and mentoring.

We will deliver blended learning programs for existing leaders and for emerging leaders.



Goal 5

Build organisational sustainability

We will grow our portfolio of early learning services and portfolio of adult learning programs.

We will develop, implement and embed robust performance framework.

We will define optimum organisational structure including scalable enabling functions and services.

We will develop an iterative staff engagement plan which will also support the performance framework.



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Playing with my friends and hanging out. I like learning to draw and to read books.

- **Felicity**

First, you need to high-speed jump for jumping tyre to tyre to tyre.

- **Ethan**

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I know how to say hello in Arabic. I can show you.

- Lara

I learned Spanish.

- Ryan & Zoe

Values

Curiosity

Our foundation is a culture of genuine openness to learning, trying new things and learning by doing.

We promote children's voices and encourage their ideas by actively following their interests and curiosities.

We nurture our curiosity by listening, creating a space to reflect, asking questions, being open to others' ideas, encouraging diverse perspectives and seeking new experiences.

Our curiosity leads to innovation. It enables us to go beyond the surface and convention to open up new possibilities.

This will lead to higher quality and better outcomes.

We are never complacent. We are hungry to know what we can improve. We encourage initiative and new solutions.



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Teachers, I like that you play with me and care about me.

- Ari

I like painting and finding snails outside.

- Moses

Values

Authenticity

We invest in building trust and positive working relationships.

We want people to feel they can be their authentic selves.

We promote meaningful conversations, collaboration and inclusivity.

We are not hierarchical. We encourage our people to speak up, share ideas, ask questions and have fun in what they do.

We create ways for people to bring their passions and creativity to the fore and be proud of their work.

We look out for each other and create space to listen and build on others' ideas. We look out for each other's wellbeing.



Values

Commitment

Our belief in children's capability, rich potential and ability to succeed drives everything we do.

We are dedicated to the highest quality in our work. We know that the effort and energy that goes into our daily activities will contribute towards better outcomes for children and families.

We are committed to Gowrie's vision in the long term and to working effectively and efficiently to ensure the sustainability of our organisation.

We take ownership and do what we say we will do.

We don't walk past something that could be improved.

We do this consistently through actions, not just words.

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I draw and play with my friends because it's fun.

- Ozman

I learned how to write my name

- Arissa





Gowrie Victoria

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