

The ELCC Philosophy

We all belong.

We are all capable and competent co-learners.

We all shine together.

We view all children as capable and competent who are at the core of their learning agency as lifelong learners. We respect and respond to each child's interests, strengths, and needs, fostering a love for learning through exploration and discovery.

We engage the children in meaningful play-based learning and experiences that promote social, emotional, cognitive, and physical development. We value play as a vehicle for learning, where children are active participants in constructing their knowledge and understanding of the world around them.

We build relationships and partnerships with children, families, educators and the wider community by respecting each other's perspective, expectations, values, and learning from an understanding of each other's strengths and knowledge.

We uphold the UN Convention on the Rights of the Child by providing a safe, inclusive environment that values each child's unique abilities, culture, and identity, ensuring equity and social justice in their learning and development.

We embrace inclusion by creating a safe and supportive atmosphere where all children, families, and educators are valued. We implement antibias strategies to challenge stereotypes and promote understanding, ensuring that each child's unique qualities are celebrated.

We prioritise ongoing professional development and reflection to enhance teaching practices, integrating community knowledge and research to provide high-quality, responsive, and culturally sensitive education for every child.

We value critical reflection for continuous improvement, with educators, families, and children collaboratively reflecting to enhance teaching, strengthen partnerships, and support children's self-awareness and autonomy.

We strive to be co-learners with children, families, and colleagues in which we play, learn, research, and reflect. This practice leads to lifelong learning and enjoyment for all.

We continuously seek to improve our connection to Aboriginal and Torres Strait Islander perspectives, through connections with local Boandik Elders in our community and authentic learning and exploration.

We identify and support all cultures, beliefs and backgrounds of all children, families and educators that attend the Centre.

We encompass Catholic ethos into our daily exploration and learning. We celebrate faith through intentional and spontaneous moments and show gratitude and respect for the world God has created.

We foster community partnerships to create meaningful learning experiences that celebrate diversity, promote cultural understanding, and strengthen children's sense of belonging and connection.

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We provide ongoing opportunities for our community to develop sustainable practices through social, economic, and environmental perspectives, fostering inclusion, reducing waste, conserving resources, and promoting global citizenship.

We design our curriculum around children's interests and abilities, fostering curiosity and critical thinking through hands-on learning guided by the Early Years Learning Framework and National Quality Standards. Inspired by Reggio Emilia principles, our environment encourages inquiry, collaboration, and communication, empowering children to become confident, independent learners.

We prioritise wellbeing, mental health, and gratitude to foster a growth mindset and holistic development, creating a nurturing environment where children feel valued, resilient, and confident to embrace new challenges.

We commit to ethical management and governance through collaboration, reflection, and accountability, ensuring integrity, transparency, and continuous improvement in early childhood education.

We foster a positive work culture and strong connections, supporting educator and family wellbeing to enhance the quality of care and education for children.