

Early Learning and Care

Fact Sheet 6: Mission & Philosophy Statement



Catholic Education
Diocese of Rockhampton

Diocesan Vision

Inspired by the person and teaching of Jesus Christ, we serve the communities of the Diocese of Rockhampton,

by providing:

Diocesan Mission

- *life-long faith education*
 - *religious education*
 - *relevant, holistic, quality education to assist all in their search for meaning for life.*
- Assisting all in their search for meaning for life*

Philosophy Statement

WE BELIEVE OUR ENVIRONMENT OFFERS:

- ENGAGEMENT OF THE CHILD IN MEANINGFUL REAL-LIFE EXPERIENCES AS WELL AS ENCOURAGING THEM TO EFFECTIVELY PARTICIPATE IN OUR RAPIDLY CHANGING AND GLOBALISED WORLD.
- THE CHILDREN ENGAGEMENT IN CONTEXT THAT PROVIDE FOR LEARNING ABOUT JUSTICE, PEACE AND ECOLOGICAL SUSTAINABILITY.
- OPPORTUNITIES FOR LEARNERS TO BE ACTIVELY INVOLVED IN GATHERING AND PROCESSING INFORMATION ABOUT THEIR ENVIRONMENT.
- SUPPORTIVE AND RESPECTFUL CONTEXTS WHERE EVERYONE'S IDEAS AND MISCONCEPTIONS ARE CHALLENGED.

WE BELIEVE CHILDREN:

- POSSESS A NATURAL CURIOSITY AND WONDER ABOUT THEIR WORLD AND THEIR GOD.
- ARE ALL ABLE AND COMPETENT.
- ENGAGE WITH THEIR WORLD THROUGH A DIVERSITY OF LEARNING STYLES.
- ARE UNIQUE.
- ARE PART OF A WIDER CULTURAL COMMUNITY.
- BRING PRIOR KNOWLEDGE AND PAST EXPERIENCES TO EVERY LEARNING EXPERIENCE TO CONSTRUCT MEANING.
- HAVE THE RIGHT TO ACCESS AN EDUCATION THAT PROVIDES THEM WITH THE NECESSARY KNOWLEDGE AND SKILLS TO PARTICIPATE FULLY IN THEIR WORLD.

WE BELIEVE THAT IN OUR RELATIONSHIP WITH FAMILIES:

- EDUCATORS SHOULD ENGAGE IN MEANINGFUL PARTNERSHIPS.
- THAT SHARING IN OPEN COMMUNICATION WITH PARENTS AND CARERS, ALLOWS US TO GAIN AN INSIGHT INTO THE CHILD AS A LEARNER.
- IT IS IMPORTANT TO STRENGTHEN CONNECTIONS WITH FAMILIES THROUGH REGULAR CONFERENCING AND INTERACTIONS.
- WE VALUE THE CONTRIBUTIONS OF FAMILIES AS IT FACILITATES IN THE BUILDING OF PARTNERSHIPS AND COMMUNITY.

AS A COMMUNITY OF LEARNERS, WE:

- ESTABLISH CULTURES WHERE WE LEARN FROM ONE ANOTHER.
- COLLABORATIVELY MAKE DECISIONS – SHARED WISDOM APPROACH.
- PROVIDE PROFESSIONAL SUPPORT TO ONE ANOTHER.
- SEEK OUT LATEST DEVELOPMENTS AND RESEARCH WITH REGARD TO EARLY CHILDHOOD EDUCATION.

IN RELATIONSHIPS WITH COMMUNITY, WE BELIEVE IN:

- A CULTURE OF COMMUNITY WHERE ALL MEMBERS' CONTRIBUTIONS ARE VALUED.
- DEEPER UNDERSTANDING AND RELATIONSHIP BUILDING WITH THE EXTENDED COMMUNITY.
- INVOLVING COMMUNITY MEMBERS IN DECISION-MAKING THEREFORE PROVIDING MULTIPLE PERSPECTIVES AND INSIGHT.
- AN ESSENTIAL CONNECTION WITH THE DIOCESE, PARISH AND SCHOOL.

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THEREFORE WE SEE OUR ROLE AS EDUCATORS, TO:

- RESPECT THE INTEGRITY OF EVERY CHILD AND FAMILY.
- FORM POSITIVE RELATIONSHIPS WITH CHILDREN AND THEIR FAMILIES.
- ACKNOWLEDGE AND PARTAKE IN INCLUSIVE PRACTICES THAT ARE RESPONSIVE TO THE DIVERSITY OF LEARNERS.
- OFFER A MULTIPLICITY OF RIGOROUS EXPERIENCES THAT CHALLENGE AND INSPIRE THE LEARNER.
- PROVIDE WELL-INFORMED LEARNING PRACTICES THAT ARE REVIEWED REGULARLY TO ENSURE RELEVANCE
- BUILD POSITIVE AND MEANINGFUL RELATIONSHIPS WITH EVERY CHILD AND FAMILY.
- ALLOW TIME TO WONDER AND BUILD A RELATIONSHIP WITH GOD.
- NURTURE THE INNATE SPIRITUALITY OF ALL THOSE WHO ARE MEMBERS OF OUR CENTRE COMMUNITY.
- ENSURE THE WELLBEING AND HOLISTIC DEVELOPMENT OF THE CHILD.
- CO-CREATE PLAY SPACES WHERE THE CONTRIBUTIONS OF CHILDREN ARE GIVEN PRIORITY.
- ENCOURAGE LEARNERS TO EXPRESS THEIR IDEAS, ASK QUESTIONS AND OFFER RESPONSES.
- ACTIVELY RESPOND TO THOSE CONTRIBUTIONS.
- RESPECT EVERY CHILD'S HISTORY, CULTURE AND COMMUNITY.
- PROVIDE CONTINUITY AND ROUTINE.
- PROVIDE AN EXTENSIVE RANGE OF TEACHING AND LEARNING PRINCIPLES WHERE CHILDREN ARE CHALLENGED AND SUPPORTED TO DEEPEN THEIR UNDERSTANDINGS.
- ENSURE SAFE AND ETHICAL PRACTICES ARE IN PLACE.
- MODEL AND ENGAGE IN REFLECTION WITH CHILDREN.
- COMMIT TO ONGOING CRITICAL ANALYSIS OF PRACTICE AND PROFESSIONAL DEVELOPMENT.

Quality Improvement Planning Process

The educators, children and St. Joseph's OSHC community are encouraged to collaboratively reflect on the service's strengths and the areas requiring improvement. This process leads to the implementation of practices that support quality improvement. This service regularly engages in reflection through a *Quality Improvement Planning* process (in line with National Quality Standards) to self-assess their performance in delivering quality education and care and to plan for future improvement. The Quality Improvement Plan is designed to be a dynamic, evolving document. The Plan must include strategies to address those quality areas noted during the self-assessment or assessment process as not meeting the National Quality Standard or any regulatory requirement.

These plans are submitted to the regulatory authority Office of Early Childhood Education and Care who visit our service to review performance against the National Standards and in light of the collaboratively developed Quality Improvement Plan.

The review entails an assessment and rating process whereby the service will be allocated a rating. The Quality Improvement Plan must also be made available on request for inspection by the Regulatory Authority or an authorised officer and to parents of a child who is enrolled or who is seeking to be enrolled at the service (see regulation 31).

For further information regarding the Quality Improvement Planning Process go to www.acecqa.gov.au/.

Pedagogy

An ongoing cycle of planning, documenting and evaluating children's learning underpins the service educational program. We regularly engage in critically thinking about what is offered and why. Our planning involves observing, gathering and interpreting information about children to inform the preparation of environments and experiences that engage them and are meaningful for them. This process also involves reflecting on and documenting children's experiences and learning.

Written plans, records of child assessment and evaluations underpin our practices with children and families and enhance the accountability and professionalism of the service. We document children's experiences and their responses to the environment. This provides opportunities for children's learning to be visible to children, educators and families and promotes shared learning and collaboration.

Working in partnership with families, we use the learning outcomes to guide our planning for children's learning. To engage children actively in learning service identifies every child's strengths and interests, selects appropriate teaching strategies and appropriately designs the learning environment. Educators at our service carefully assess learning to inform further planning.