



Camden Family Day Care Service Philosophy

Camden Family Day Care is committed in providing high quality education and care in home-based environments. Our philosophy guides our relationships, policies, interactions, and the daily operations of the service. Our Educators are guided by Being, Belonging and Becoming the Early Years Learning Framework and My Time, Our Place the Framework for School Aged Children. Our philosophy has been influenced and developed by staff, children, educators, and families that access Family Day Care.

Camden Family Day Care is located on the Dharwal people's land. We acknowledge Aboriginal & Torres Strait Islander Peoples as the Traditional Custodians of this country and their connection to the land, water, community in which we operate. We pay our respect to them, their cultures, and customs both past and present.

At Camden Family Day Care, we believe that Early Childhood is a significant period of a child's life with the greatest brain development and growth taking place in the early years, we understand the importance of meaningful relationships and enriched learning environments. Our Educators ensure that they are providing safe, secure, nurturing environments that create a sense of belonging for the child and supports in the development of a secure attachment. We understand that when children have a secure base, they are more likely to be confident in their exploration of the world around them.

We believe that children develop a sense of agency when they are consulted in their own learning. By taking the time to listen and observe children we are demonstrating that we value their input. As children develop their agency skills, they become contributors to the world around them and active participants in their own learning. Early childhood is a time to explore, have fun, experiment, interact with others, investigate, and take joy in play and learning. Our programs are led by children's interests in combination with parent/guardian input and guidance from The National Approved Frameworks and National Quality Standards. Each child's learning and development is developed based upon a continuous cycle of observation, planning, documenting, and evaluating.

Our Educators use a range of different pedagogical practices to support children in becoming successful learners. Theorists that influence our teachings are Howard Gardner's Multiple Intelligence Theory and Lev Vygotsky's Sociocultural theory. Children understand and perceive the world differently from one another, we understand that individually, we all have different learning styles. We believe learning is largely a social process; we support children to take an active role in their own learning. Our Educators provide opportunities for collaborative learning and place emphasis on quality interactions with children. When children are engaging in play experiences, they are extending on their own knowledge of the world around them.

We believe that children come into this world ready to learn, and that families have a significant influence in their child's life. We aim to build positive respectful relationship with parents/guardians that is based on respect, mutual trust, and open communication.

Families are encouraged to share information relevant to their individual needs, beliefs, family history, traditions, lifestyle choices and culture with their Family Day Care Educator. We seek families input into our programs, and work in collaboration to ensure that children's individual needs are met.

We establish and encourage links between families and the community. We aim to share information relating to services in the community that are available and appropriate for children and families. We build partnerships with local services through participation in various programs, collectively supporting children's healthy development and wellbeing.

Our Educators are competent, passionate Innovative Early Childhood professionals. We aim to provide high levels of support, guidance, and inspire innovative practices, whilst acknowledging and respecting the individuality of each Educator. We are committed to professional development and participate in continuous improvement, maintaining a culture where we critically reflect on practice, continue to learn, and evolve our skills to ensure that we are meeting children, family, and community needs.

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