

# MAITLAND FAMILY DAY CARE PHILOSOPHY

At Maitland Family Day Care, we value & respect early childhood care and education. Everything we do, we do for our children and their families. We pride ourselves in our excellent reputation and the provision of a valued community service.

WE

Reflect on our histories

Encourage new points of view

Pro-actively practice open mindedness

Respect our natural environment

Work collaboratively with others

Celebrate success often



Maitland FDC encourages relationships and partnerships built on trust and respect by encouraging different points of view and having a culture of openness and inclusion. The service is guided by the Early Childhood Australia (ECA) Code of Ethics in all aspects of service delivery.

The individual needs of children and their families are acknowledged and supported. The service embraces and respects the important role that parents play in the life of their children.

Families contribute to their child's learning experiences by sharing their knowledge and unique experiences with their educator and providing information relevant to their child's time in care.

The role that the broader community plays in the life of children is also valued. Connections are fostered between the service, other relevant service providers, community organisations and members of the local community to ensure that strong community ties continue to be developed and that children with additional needs are supported in participating in the Family Day Care program.

The service embraces the National Quality Framework (NQF) by supporting educators to provide an environment which fosters independence and self – reliance resulting in children with confident self – identities that enable them to reach their full potential. The NQF is embedded in all the practices of the scheme and is used as a tool to ensure there is a commitment to continuous improvement.

Consultation and feedback form an integral part of the scheme planning process which invites input from all stakeholders. Families, educators, and staff share their knowledge and experience by participating in the scheme management committee, consultative groups and working parties.

There is an ongoing commitment to professional learning by educators, staff, and committee members. Keeping knowledge and practices up to date and relevant and ensuring that respect and responsibility for the natural environment and awareness of sustainability are embedded in our practices.

We acknowledge Aboriginal and Torres Strait Islander people as the traditional custodians of this country on which we work, learn and play.

It is acknowledged that we all come from a variety of diverse and unique backgrounds, skills base, and cultures. These differences are respected, supported, and embraced, valuing the contribution of each individual. There is a focus on relationships and interactions within the care environment, that see these individual differences as having a highly relevant and significant role in children's learning, which is reflected in the educational program.