

# SERVICE PHILOSOPHY

Trikki Kidz Cobram provides a warm, welcoming, supportive, and caring environment where children feel confident, secure, and safe. We nurture secure, respectful, and reciprocal relationships with children, recognising that children need security, love, affection and strong relationships with educators and staff to thrive and develop to their full potential.

Trikki Kidz Cobram recognises the importance of building and maintaining collaborative partnerships with families. We recognise that families are children's first and most influential teachers. We encourage families to become involved in our service at a level of participation that suits them. Partnerships are based on understanding each other's expectations and attitudes and building on the strength of each other's knowledge.

Trikki Kidz Cobram is strongly committed to providing a consistently high-quality early learning service. Our educators and staff hold high expectations for children's achievement in education. We continually strive to find equitable and effective ways to ensure that all children have opportunities to achieve learning outcomes.

Trikki Kidz Cobram respects the diversity of families and communities. Our educators and staff honour families' histories, cultures, languages, traditions, child-rearing practices and lifestyle choices. We value children's capacities and abilities and respect differences in families' home lives. All children receive equal opportunities regardless of socio-economic background, ethnicity, sex, race, or physical ability.

Trikki Kidz Cobram recognises the importance of ongoing learning and reflective practice. We continuously challenge and extend educator and staff knowledge through a diverse range of professional development. Our educators and staff become co-learners with children, families and community, and value the continuity and richness of local knowledge community members share.

## CONTINUOUS IMPROVEMENT/REFLECTION

The **Service Philosophy** will be reviewed on an annual basis in conjunction with children, families, educators, staff, and management.

## SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Government Department of Education. (2022). Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0.

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2018).

Education and Care Services National Regulations. (2011).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework. (2017). (Amended 2020).

Revised National Quality Standard. (2018).

## REVIEW

|                                    |  |                   |                  |
|------------------------------------|--|-------------------|------------------|
| POLICY REVIEWED BY                 | TRUDY BROOKS   | APPROVED PROVIDER | 31/01/2023       |
| POLICY REVIEWED                    | JANUARY 2023   | NEXT REVIEW DATE  | JANUARY 2024     |
| MODIFICATIONS                      | <ul style="list-style-type: none"> <li>• Annual policy maintenance.</li> <li>• Updated Department name from Department of Education, Skills, and Employment (DESE) to Department of Education (DoE).</li> <li>• Minor formatting edits and rewording within text.</li> <li>• Hyperlinks and sources checked and repaired as required.</li> <li>• Continuous Improvement/Reflection section added.</li> </ul> |                   |                  |
| POLICY REVIEWED                    | PREVIOUS MODIFICATIONS   |                   | NEXT REVIEW DATE |
| JANUARY 2019<br>TO<br>JANUARY 2022 | <ul style="list-style-type: none"> <li>• No changes made.</li> </ul>   |                   | JANUARY 2023     |
| APRIL 2018                         | <ul style="list-style-type: none"> <li>• Draft Policy created.</li> </ul>  |                   | JANUARY 2019     |