

SERVICE VALUES

Trikki Kidz Cobram recognises the importance of holistic approaches, paying attention to children's physical, intellectual, social, emotional, spiritual, and environmental well-being and cognitive aspects of learning. We recognise the connections between children, families and communities and the importance of reciprocal relationships and partnerships for learning.

Our educators are responsive to all children's strengths, abilities, and interests. We value and build on children's strengths, skills, and knowledge to ensure their motivation and engagement in learning. We respond to children as individuals, recognising their expertise, cultural traditions, ideas, and play, which form an important basis for curriculum decision-making. We respond to spontaneous 'teachable moments', focusing on children's evolving ideas and interests. We provide open-ended questioning, feedback, and guidance to challenge their thinking. We strive to strengthen relationships between educators and children through sharing decisions, respect, and trust.

Trikki Kidz Cobram recognises the importance of learning through play as children discover, create, improvise, and imagine. Play expands children's thinking and enhances their desire to know and learn. We provide a balance between child-led, child-initiated, and educator-supported learning. We provide learning environments encouraging children to explore, problem-solve, create, and construct. Educators interact with children to build attachment. We support the inclusion of all children in play, helping children to recognise when play is unfair and offering constructive ways to develop a caring, fair, and inclusive learning environment.

Trikki Kidz Cobram plans opportunities for intentional teaching and knowledge-building. We document and monitor children's learning and use strategies such as modelling and demonstrating, open questioning, speculating, explaining, and engaging in shared thinking and problem-solving to extend children's thinking and learning.

Our learning environments are welcoming spaces that reflect and enrich the lives and identities of children and families participating in the setting, responding to their contributions, interests and needs. We foster an appreciation of the natural environment, developing environmental awareness and providing a platform for ongoing environmental education.

Trikki Kidz Cobram strives to achieve cultural competence. We celebrate the benefits of diversity and understand and honour differences. We encompass positive attitudes towards cultural differences, acknowledge different cultural practices and views and develop skills for communication and interaction across cultures.

Trikki Kidz Cobram recognises the importance of continuity of learning and transitions. We strive to achieve successful transitions between homes and service settings. In partnership with families, we ensure that children have an active role in preparing for changes. We also work collaboratively with children's future educators and other professionals to ensure successful transitions to school.

Trikki Kidz Cobram plans, documents, and evaluates children's learning. We focus on the five learning outcomes from the Early Years Learning Framework, highlighted in our Service Philosophy. We examine children's learning strategies and reflect on how knowledge is co-constructed through interactions between the educator and each child. All children demonstrate their learning in different ways. We use approaches responsive to physical, intellectual, cultural, and linguistic requirements and acknowledge each child's ability and strength, allowing them to demonstrate competence. We strive to assist families in supporting children's learning and empower them to act on behalf of their children beyond the early childhood setting.

CONTINUOUS IMPROVEMENT/REFLECTION

The **Service Values** 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"> • Annual policy maintenance. • Updated Department name from Department of Education, Skills, and Employment (DESE) to Department of Education (DoE). • Minor formatting edits and rewording within text. • Hyperlinks and sources checked and repaired as required. • Continuous Improvement/Reflection section added. 		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JANUARY 2019 TO JANUARY 2022	<ul style="list-style-type: none"> No changes made. 	JANUARY 2023
APRIL 2018	<ul style="list-style-type: none"> Draft Policy created. 	JANUARY 2019