

Inner West Family Day Care Philosophy

Our Vision

Inner West Family Day Care Philosophy was reviewed in November 2023 in consultation with the children, families, staff, educators, and community members

The children that attend Family Day Care are nurtured to learn in a small multi-aged group setting. They have the right to 'Be' in the moment, to play, relax, explore, to be safe, respected, included, and express their thoughts and opinions freely. In Family Day Care, children engage in experiences that bring joy and foster creativity. Through active listening and genuine consideration of their views, we empower children to be active participants in their own learning journey. Guided by Loris Malaguzzi's assertion that 'nothing without joy,' we embrace the idea that play serves as a language, a mode of research, and a pathway for children's learning and development.

We hold a foundational value of treating all people with equity and fairness. This principle resonates with the core values of Inner West Council, fostering an environment where diversity is embraced and celebrated. We embrace diverse perspectives, including Aboriginal and Torres Strait Islander perspectives. We acknowledge the Gadigal Wangal people of the Eora Nation, and pay our respects to Elders past, present, and future. We recognise their connection to land, sky, waters, animals, and culture. We do this in the spirit of reconciliation, justice, and walking together. With guidance from cultural advisors, we ensure our environment reflects the identities and cultures of all children, families, educators, staff, and community. This dedication fosters a strong sense of identity and belonging.

Diversity & Inclusive Identity

The Family Day Care team is a central hub connecting educators, families, children, community and professional networks. We are committed to implementing Child Safe Standards, laws and regulations, and have supportive relationships with educators. We believe as early childhood educators we all have the potential to continually develop our professional knowledge, skills and critical reflection through collaboration, mentoring and training. We advocate for Family Day Care educators to be recognised as early childhood professionals and acknowledged for the positive contribution Family Day Care makes to society. We foster collaborative leadership and teamwork to support a culture of peer mentoring and shared learning where all team members contribute to each other's professional learning and growth.

Staff

Family Day Care educators are experienced, capable and qualified early childhood professionals who represent a diverse range of cultures. With an understanding of cultural diversity, educators recognise that diversity in all forms enriches our society. Educators support children's rights to have their cultures, identities and languages acknowledged and celebrated. Educators create individual strong respectful bonds with children by being responsive, interested, available, attentive, and actively listen to children. Educators notice, explore, expand and celebrate children's interests. They are committed to continually enhancing their pedagogical skills, critical reflection, and implementing the planning cycle. Through collaboration, mentoring, and ongoing professional learning, educators refine their abilities to effectively support children's relationships, development, and transitions.

FDC Educators

A nurturing responsive environment and support of a caring wider community is interdependent in the optimal outcome of a child's emotional growth, sense of safety, acceptance and belonging.

Community

Family Day Care extends connections between children, families, educators, local community, and local support services to strengthen children's learning potential and sense of belonging in the world. Play Session allows active engagement with and between our educators, children, families, and wider community. Children learn to be capable citizens of their community by being active within it. We promote and implement local excursions beyond the gate allowing children to explore safely, learn, and be in their local community.

Families

We acknowledge and respect that families are their child's first and most influential teachers, supported by developing responsive, reassuring connections with their educator. Families can feel that educators are an extension of their own family and vice versa. They often become meaningful and influential parts of each other's families. These reciprocal relationships create strong emotional links for children that are integral to smooth transitions, a sense of security, and belonging.

Environments

We believe that physical spaces and the people in them influence what and how children learn. Children learn best in safe, healthy, nurturing and emotionally positive environments where they have opportunities to explore, investigate and make discoveries. We strive to create welcoming, responsive, inspiring environments that support children to understand their own rights and respect the rights, cultures, and differences of others. We promote sustainable practices to reduce consumption and waste, reuse and repurpose resources, and learn that humans are integral to the future survival of our natural world.

The Child