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THE SCOOP



SUBICARE EARLY LEARNING CENTRE'S FORTNIGHTLY NEWSLETTER

Thank You!

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A very big thank you to the Subicare ELC staff for their continued hard work and flexibility as the colder months arrive and cold and flu season hits. Unfortunately, illnesses are inevitable each year and as they hit, staffing arrangements can be affected when staff members fall ill.

You may have noticed some staff shuffling around this week and that has been done to try and provide the best consistency of care for the children, providing them with as many familiar faces as possible, in conjunction with relief staff, to care for them.

Quality of care for the children is always a priority for staff and we do keep this in mind when arranging relief staff. We thank you for your understanding and support when these instances occur.





Philosophy Updates

Thank you very much to the families who took the time to contribute their ideas and suggestions as we evaluated our service philosophy.

It is an expectation of the National Quality Standards that each service has a philosophy that guides all aspects of the service's operations and practices.

Input from families, staff and children has been considered and utilised, as we devised our new centre philosophy and created individual room philosophies for each care area.

We are happy to share the following updates with you...





Our Philosophy

At Subicare Early Learning Centre we value early childhood education and aim to positively contribute to the development and learning of every child while adhering to the standards, principles, practices and outcomes set out within the National Quality Framework and the WA Kindergarten Curriculum Guidelines. We recognise that every child is unique and as such, need to be supported as they develop and learn in their own way and at their own pace.

At the foundation of our curriculum are the values of establishing and maintaining nurturing and respectful relationships and the importance of learning through play. We believe that secure, caring and consistent relationships and fostering opportunities for children to build resilience, explore their natural curiosity and engage in meaningful interactions, are both vital elements of learning and development during children's formative years.

We at Subicare consistently strive to:

- Recognise and respect the traditional owners of our land, the Whadjuk Noongar people, and Indigenous elders past, present and future.
- Embrace diversity and promote multiculturalism, which further strengthens a sense of belonging.
- Establish and uphold strong, respectful and reciprocal relationships with children, families, staff and the wider community.
- Provide safe, stimulating, engaging and inclusive environments and experiences that extend on children's knowledge and skills and encourage confidence, building resilience and independence.
- Encourage children's agency and involve them in decision making about their learning and environments, respecting that their ideas, interests and opinions are an integral part of their own learning journey.
- Inform, seek input from and maintain effective communication with service families.
- Value all staff, their experiences and opinions, offering regular opportunities to contribute ideas and input, and further enhance knowledge and encourage professional development.
- Uphold sustainable practices and be environmentally responsible.

Our service's ethos places emphasis on the importance of social connection and with this belief in mind, our service practices encompass key elements of many different early childhood theories. Each care area within our service has its own philosophy, derived from input sought from children, families and staff and linking to elements of relevant early childhood theories, based on the age and abilities of the children within them.

Our room philosophies are...





Balloon Room (0 - 2 years) Philosophy:

In the Balloon Room we believe that establishing and maintaining secure, nurturing relationships is vital during children's formative years. Forming strong bonds with children and their families, as we support children in their early development, by providing a safe, friendly, welcoming environment, is of the utmost importance. Our aim is to always ensure children's ever changing emotional and physical needs are met while encouraging them to explore and learn through play during their first two years of life.

Sunshine Room (2 - 3 years) Philosophy:

In the Sunshine Room we believe in maintaining strong relationships with families, valuing their input, as we guide the children in our care. At this age, independence and self-help skills really begin to emerge, individual identities and unique personalities are formed and imagination is limitless!

We support the development of resilience and confidence, by providing opportunities for children to make choices and take calculated risks during structured and unstructured learning experiences, and we consistently promote respect for the environment and between the children and those around them; as they continue building communication skills, engaging in social interactions and developing a sense of responsibility.

Rainbow Room (3 - 5 years) Philosophy:

In the Rainbow Room we believe in guiding and supporting children's natural curiosity as they discover more about the world around them. We encourage all children to engage in critical thinking, questioning and problem solving and children's learning is facilitated, observed and assessed through child initiated and meaningful play opportunities, intentional teaching, and inquiry learning opportunities.

Along with the Early Years Learning Framework, the Rainbow Room also follows the WA Kindergarten Curriculum Guidelines to assist with the analysis and extension of children's skills and understandings.

We believe in the environment as a teacher and place the utmost importance on creating learning environments that are; pleasing to the senses, accessible by all children, representative of the culture of our children, families and the wider community, and that promotes learning, agency, exploration and calculated risk-taking. We aim to build resilience and encourage positive interactions by using behaviour guidance strategies to support and assist children with regulating their emotions, using oral language and problem solving skills during social negotiations and any situations requiring conflict resolution.





Just a quick reminder for all, to please ensure that the front gate is closed behind you when you enter and exit the premises, to assist us with ensuring the safety of everyone!



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