

Our aim is that you are relaxed and confident leaving your child in our care.

Our Philosophy

Anglicare believes that it is vital to support children in the early years so they can grow to fulfil their potential. Parents and carers are children's first and most significant teachers. It is important for us to form strong relationships and communicate effectively with you to ensure your child feels comfortable with us. Our positive and connected relationship with you is very important for your child. Families and carers are always welcome to visit their children or to meet with our educators to discuss any issues or worries that you may have.

Our Early Childhood Education and Care centres also give your child a valuable start by providing high quality education and care across a range of flexible programs.

We believe by employing excellent, qualified educators, encouraging your family involvement and adapting to modern, relevant practices we provide a vibrant, interactive learning environment for children. We nurture young learners and take them on a journey which explores the world around them.

The Anglicare way is inclusive of all families regardless of background. We have a particular concern to see all children in our community growing to their full potential. That said, our individual centres develop their own philosophy within the framework of Anglicare's values and identity to cater to the specific needs of children from their community. Some of our centres partner with secular state schools. Others with Anglican schools or parishes. The culture of each centre will be shaped, in part, by our community partner. Regardless of context, all our centres base their practice on current research and up-to-date theories. This way, educators can be confident their interactions and engagement with each child is relevant and educational.

Within every centre, we know it is important to recognise and build upon the strengths of each child and to instil fairness and community spirit. We encourage respect, an understanding of Australia's first people, and the importance of diversity and our environment.

Lifelong learning is also highly valued and our educators receive ongoing training, mentoring and career development. We provide high quality resources to our educators to encourage creativity and innovation.

ANGLICARE
NSW SOUTH, NSW WEST & ACT

Contact info

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Early Childhood Education & Care

PROSPECTUS



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www.anglicare.com.au

Mission Statement

Anglicare is committed to creating a more inclusive, compassionate society and helping those who are in need within communities in the ACT and regional Southern and Western NSW.

As part of the Anglican Church, we are called to provide loving service and to work towards inclusion and participation for all people. We are led by Jesus' example to value and nurture human relationships. Within this wider mission, we assist children and families in the community by providing high quality education and nurturing care.

Through attracting and retaining dedicated educators who are committed and passionate about enhancing children's development, we aim to:

- provide a variety of programs that meet the diverse needs of families
- support and nurture each child's learning and development
- ensure everyone is treated with dignity and respect

We will build a stronger community by:

- seeking deeper relationships with like-minded partners such as Anglican parishes and schools
- being effective advocates for children and their rights

Program Planning

Our early childhood educators will help your child to learn throughout their development and prepare them for school. We design programs to be fun, engaging and varied wherever possible to give the children the skills and knowledge they need to become successful learners.

We use the following principles to guide our planning, which have been taken from the Early Years Learning Framework:

Belonging knowing where and with whom you belong is integral to human existence

Being recognises the significance of here and now in children's lives

Becoming children's identities, knowledge, understanding capacities, skills and relationships change during childhood

The five learning outcomes are:

- children have a strong sense of identity
- children are connected with, and contribute to, their world
- children have a strong sense of wellbeing
- children are confident and involved learners
- children are effective communicators

School Readiness:

Our educators communicate with the local school kindergarten teachers to ensure our programs share the same philosophies and dedication to learning. This will help your child transition easily into the next phase of their education when they are ready.

Play Based Teaching

In early childhood, play is the foundation of learning. Giving children time to play provides opportunities to experiment, investigate, discover and create. Play allows children to make mistakes, encouraging trial and error in a safe environment.

Learning is most effective when learners make discoveries for themselves. Children interact with the world by exploring and manipulating objects and loose parts, working through questions or performing experiments. As a result, children tend to remember concepts and knowledge discovered on their own.

We structure their learning by setting up environments that entice children to wonder and encourage investigation and discovery. Art and music develop creativity, enabling children to listen and respond to different mediums and use tools.

Our Educators support children's play by observing, recording and discussing their progress. We also take opportunities to be part of their learning by setting up the environment and taking advantage of teachable moments.

Project Based Learning

In addition to children's investigative play, we use project-based learning to provide the opportunity for children to explore their ideas in depth, using research or discovery, critical thinking and decision-making skills.

Our projects are well documented, displayed and show the development of the children's learning. They cover literacy, science and maths and expose the children to a variety of creative materials.

Outdoor Learning

'There is no such thing as bad weather, only bad clothing.'

Our outdoor environment is designed as an adaptable, safe place filled with curious objects for children to explore, build, play with and question.

Outdoor play is a fun way for children to learn how their bodies move. We use games to develop their skills and knowledge.

We also encourage a love of nature. Through understanding the natural world we help them to be environmentally responsible.

You can expect your child to jump in puddles, feel frost on the grass, run, skip and get dirty.

Our Educators

Our educators are our most valuable resource. By engaging people with the right attitude, qualifications and motivation, we are able to give the children the best care possible.

Our centres follow the National Quality Framework to ensure your child receives individual care and attention and our educators have the skills to help them learn and develop.

Improving educator-to-child ratios is one of the keys to high quality care. Anglicare aims to provide additional supports which will enhance your child's experience and ensure they are safe and happy on a daily basis.

Our educators have a range of skills and qualifications, from Early Childhood Teaching Degrees to Certificate III in Children's Services. Each educator is actively involved in professional development which helps them plan the curriculum and apply their knowledge in practical ways. Ongoing education supports better practices and promotes research and innovation across the field. It is also the key to personal growth and fulfilment.

We offer rewarding careers with opportunities in leadership by creating a culture of innovative thinkers. Our educators are researchers who are ready to learn, change and adapt to new theories.

"Effective early childhood education is informed by sound, tested and diverse theoretical perspectives that support improved outcomes for all children."

(National Quality Standard – Professional Learning Program e-newsletter no 31. 2012)