



# Macarthur Early Learning – Service Philosophy

We would like to acknowledge the traditional custodians of this land. We would like to pay respects to the Elders past and emerging.

Macarthur Early Learnings statement of philosophy is based off the acronym ‘M.E.L.’

## M - Meaningful Relationships

All educators strive to create and maintain meaningful relationships with all children, families and communities connected to the service. These relationships are respected and valued, promoting a safe, secure, and supported presence at the service. Visitors will always be greeted with a smile. The basis of these relationships are created to collaborate a significant involvement with families for the children. As we create curriculum decisions based on their interests, ideas, and individual goals. These relationships and partnerships with stakeholders come with cultural contributions and acknowledged their importance in our curriculum. We actively acknowledge and understand all children have the right to obtain quality care and education within a safe and supporting learning environment through the ‘Rights of the Child’ and the ‘ECA – Code of Ethics’.

## E - Exploration in the Environment

Our environment is celebrated through indoor and outdoor spaces. We use our environments to support learning through play-based interactions. These spaces are designed to maximise children’s engagement with a variety of areas provided within each environment. Our service and the 6 rooms within it, provides children and families to discover exploration and investigation guided by their interests. The environment focus is to provide a safe, secure world in which the children’s happiness and sense of belonging is paramount. We believe it is important to create spontaneous learning through different environment spaces: Indoor environments to assist with social and emotional skills, outdoor environments to develop understanding on the world around them, sustainability, and the great outdoors.

## L - Learning and Leadership

In our early childhood and care service, our educators believe and value the concept of play-based learning to educate and guide children. With the focus to let them explore freely and gain positive relationships with learning. The teaching and education pedagogy displayed across the service in our program and practice is based off the Early Years Learning Framework (EYLF) and the National Quality Standards (NQS). We forward plan, assess, intentionally teach, and scaffold through holistic approaches both individually as well as group-based interests. Our educational program is flexible, encouraging children’s learning to develop organically in their own time. We also have structured play time which reflects on each environment’s interests, strengths, and potential. We encourage all learning experiences that are meaningful and engaging and not restricted the normalised expectations or limitations as each child can be challenged different and respected in our ongoing curriculum.

## Voices that shape our philosophy

Alfred 4 years old–

“I love the activities my favourite teachers set up and building blocks with my friends.”

Brooke – Educator  
“Supportive and inclusive team and community environment.”

Raya 3 years old–

“Playing outside and on the slide.”

Emma – Parent  
“Warm and welcoming, sense of safety and security for my child at the service.”

Reviewed November 2022

