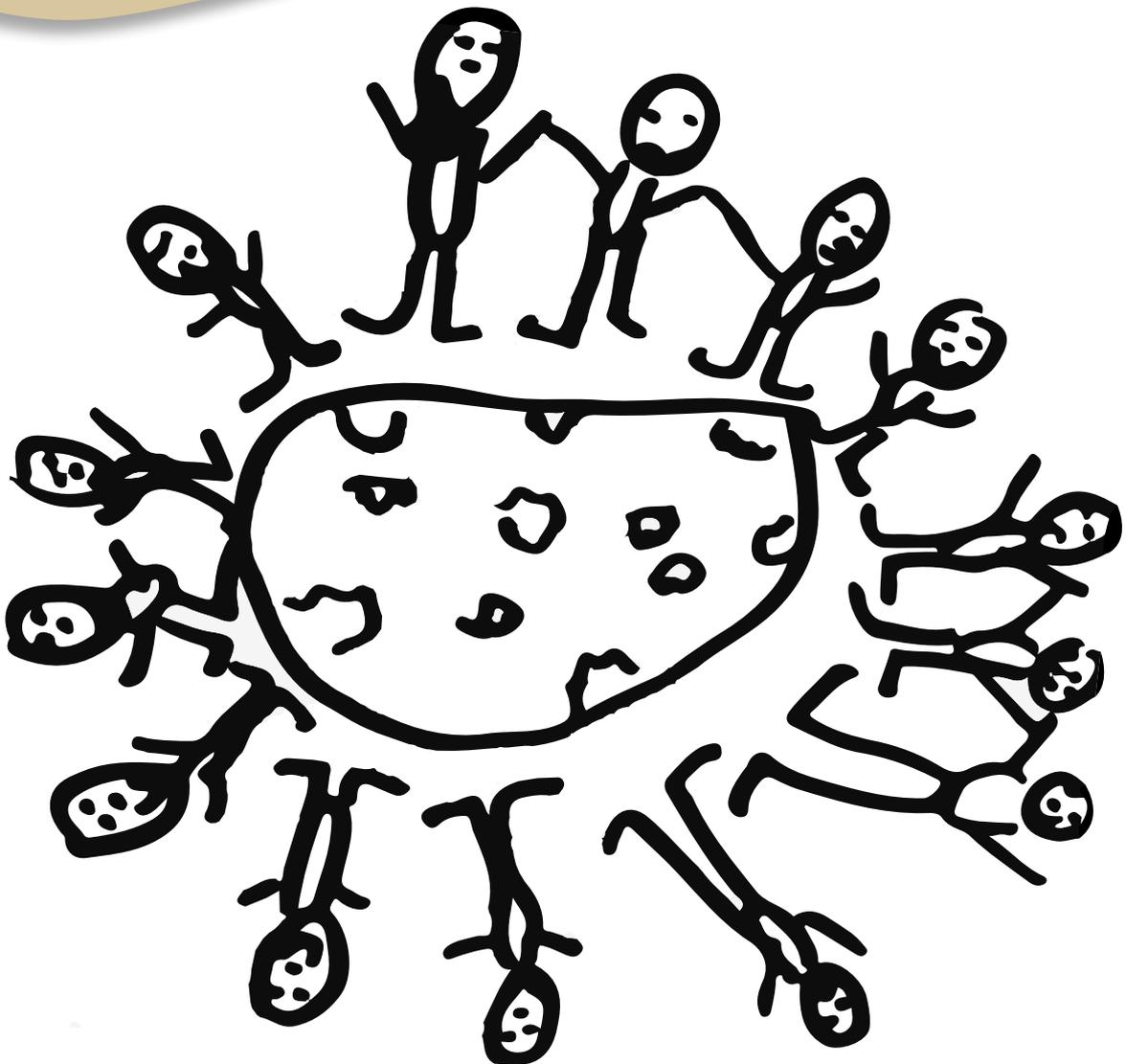




little groms

EARLY
LEARNING



Our Vision

We will nourish the mind, body and spirit
with EVERY child, EVERY day.

Our Mission

To create inspiring educational programs that integrate
learning across health, wellbeing and early learning.



Our Priorities

Our philosophy is made up of how we integrate our vision, mission, values and priorities. They interconnect and reveal themselves through our daily practices, interactions, programs and partnerships as a team.

We have a commitment to uphold the intentions of our National Quality Framework (NQF), Early Years Learning Framework (EYLF), Victorian Early Years Learning and Development Framework (VEYLDF), Australian Early Childhood Code of Ethics, UNICEF Convention of the Rights of the Child and The Eight Aboriginal Ways of Learning.

We endeavor to make what we believe visible so it provides clarity of direction in the decisions we make as a team.

- ♥ Promoting and protecting wellbeing
- ♥ Respecting children's right to play & learn
- ♥ Engaging with environmental education
- ♥ Embedding cultural perspectives and inclusion
- ♥ Connecting authentically with our community

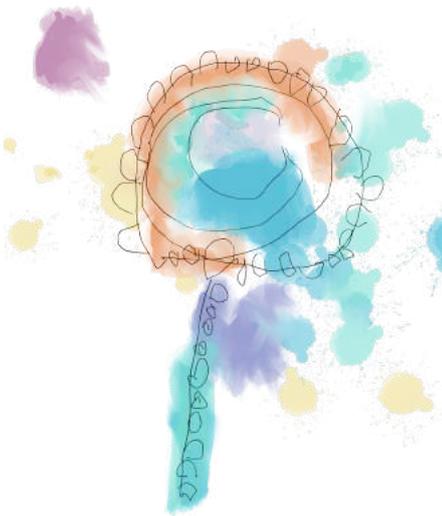


Our Values



TRUST

We begin with *trust*
We grow from a place of trust
We build relationships from trust
We learn to trust people, places and things



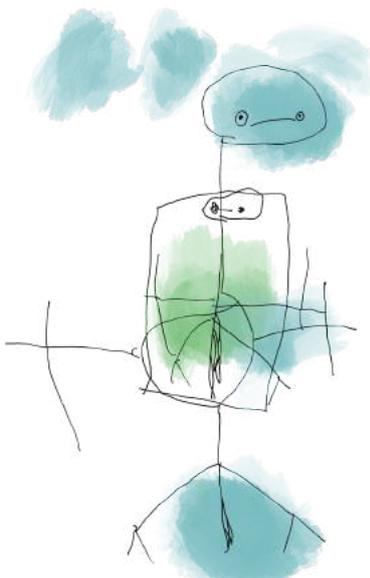
KINDNESS

We promote *kindness*
We know kindness promotes wellbeing
We have a desire to look beyond ourselves to others
We believe kindness encourages empathy and gratitude



RESPECT

We create spaces for acceptance
We learn that listening is important
We collaborate with different points of view



CREATIVITY

We foster *creativity*
We learn skills to make our ideas visible
We value individual ways of expressing oneself
We become better problem solvers with creativity

Promoting & Protecting Wellbeing

At the heart of wellbeing is recognising the holistic nature of how children come to learning – including their physical, intellectual, emotional and spiritual selves. We are committed to the promotion of positive and reciprocal relationships within a holistic framework. This is where everything starts and ends for us as a team. We focus on building a connection with each child and family from the very beginning of our relationship. This means listening and understanding the individual needs of each person, responding to cues as well as the natural rhythms for each person. Being seen, heard and responded to with sensitivity builds a strong foundation of belonging and opens pathways for children and families to express themselves authentically.

We believe in the importance of being ‘present’ and slowing down time. Our routines are viewed as rituals and happen in an organic way which allows for smaller groups, responsiveness to preferences and enjoying the company of one another.

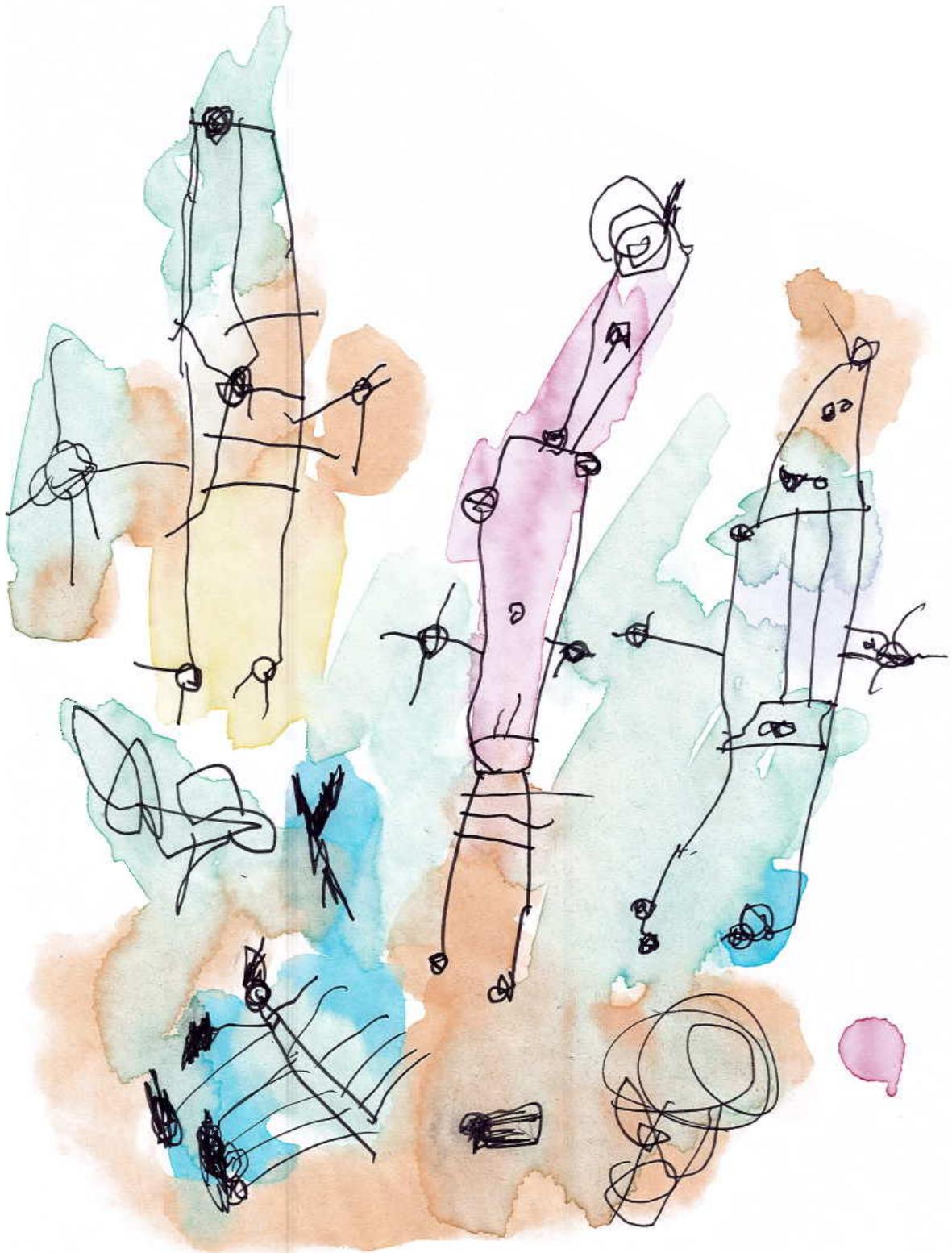
Supporting children’s emotional health builds layers of protective factors in children that contribute to their ability to be resilient and develop pro-social behaviors. We offer a holistic approach to nutrition through the provision of rich organic produce balanced with plenty of physical activity. We work closely with families to support each child’s wellbeing so that they are able to reach their full potential.

NUTRITION SUPPORTS WELLBEING

We only use whole foods in providing nutrition to children. This means we make things from scratch frequently and make smoothies regularly as part of our afternoon tea ritual. We believe in providing children a ‘real’ experience with food which means we take the time to engage children in growing, caring, harvesting and cooking food before we eat it!

“I respect when I walk my Bruno at the beach with my mummy and daddy and we pick up rubbish and don't use plastic”

- Lenny



Respecting Children's Right to Play & Learn

Play is best engaged when it is unstructured and children can freely imagine, be creative and investigate. Our play based program is responsive to children's natural curiosities and as such the way we use time and the environment supports as much uninterrupted time for play and exploration at a pace that works for children.

We recognise that when children initiate their play they are more motivated to learn and develop positive dispositions toward learning. Our team focuses on supporting children's play through sustained conversations and extending their thinking and problem solving abilities. It is important to us that we foster a love of learning not just impart knowledge.

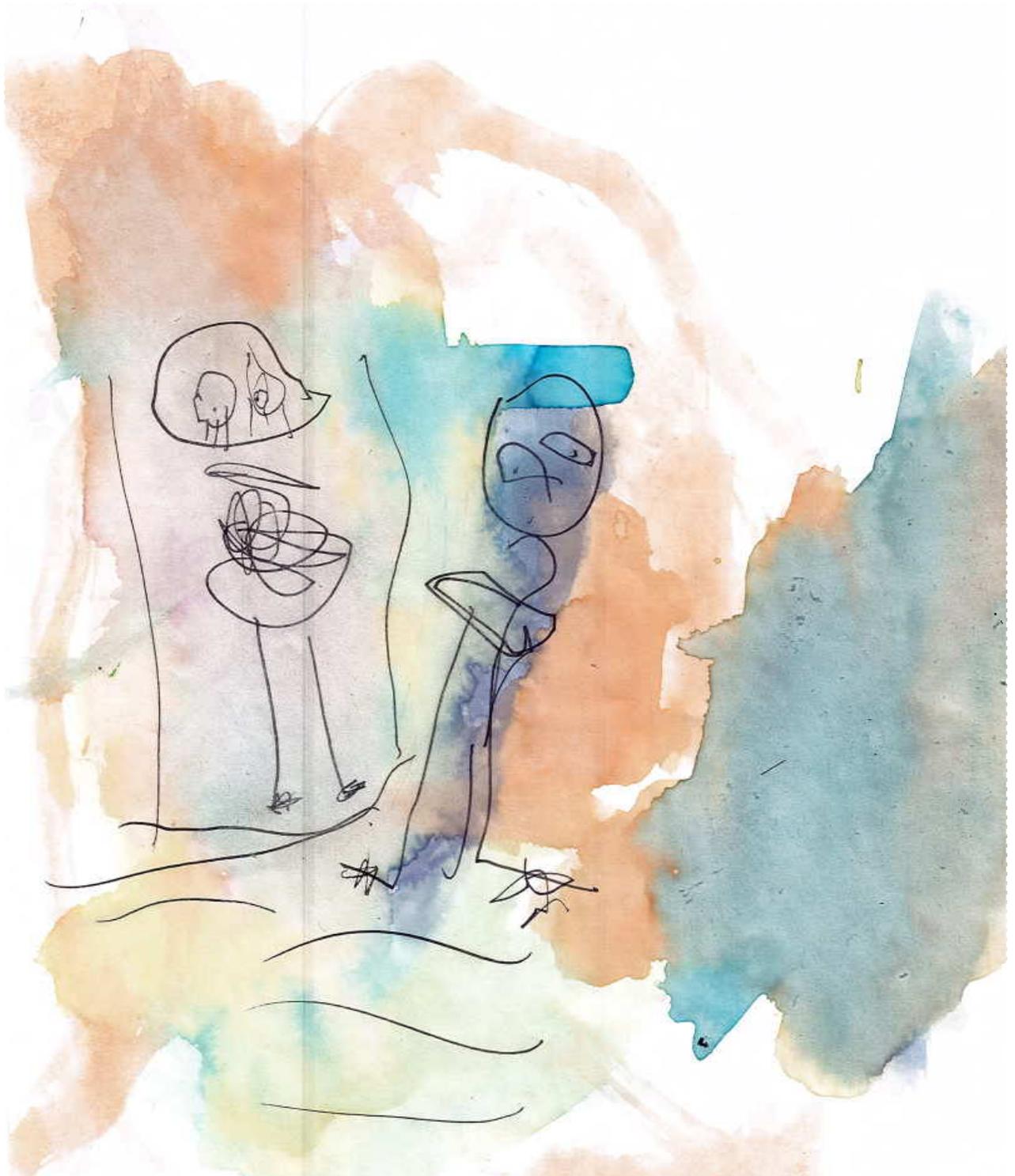
We believe in the importance of learning through nature, a natural and accessible resource that provides open-ended real-world learning. We regularly visit our local beach and bush so that we can connect to country and community in ways that we cannot in our own environment.

Whilst we believe that technology has its place we work hard to keep technology to a minimum. We will use technology in natural ways to document, research and enrich any project with children but we always pay attention to this being an active process not a passive one.

Intentionality – our teaching teams listen to children's play and guide, extend and offer challenge around their ideas and working theories. Observing and listening offers a window into what motivates, excites and provokes thinking and learning and it is from this place that we plan our projects and educational programs. We often look at the 'big ideas' being explored by children and navigate the complexities of social justice, fairness, anti-bias and rights through our more formalised program.

“Trust is like when I am on the swing and you push me higher”

- Amelia



Engaging with Environmental Education

We aim to engage children in a natural environment both indoors and outdoors so that they are able to observe and notice the natural changes that occur around us. We raise children's awareness of the natural world, life cycles and sustainability opportunities in a way that promotes inquiry, curiosity and responsibility. We are passionate about children learning in an environment that is sensitive to the impact of human activity and in particular to our oceans and bush on our back-door steps.

We engage in regular walks to the ocean and bush so that children can have regular time in our local environments. This often acts as a catalyst to explore wider environmental issues as part of our educational programs. We encourage children's observation, analysis and theories about the world around us as a way of inspiring confidence in their abilities to make a difference and an impact.

We promote upcycling, recycling, eco-friendly products, sustainably made furniture and throughout all this we also support local business.

LEARNING ENVIRONMENTS

Our learning context is focused on being homely, peaceful and welcoming. We use many open ended resources to inspire children's play and learning, as well as the arts being central to expressing our ideas and theories. We view the environment equally with both outside and inside classrooms being available all year round.

“Being Safe”

- Elle



Embedding Cultural Perspectives & Inclusion

Cultural competence needs to be supported during the early years and we are committed to promoting a generation of culturally aware, respectful and inclusive perspectives. Our local indigenous culture Wadawurrung people offer a rich basis for us to explore our history and current context.

Our commitment to connecting children to the local indigenous culture and perspectives is based in authenticity and spills into all areas of our programming. We are heavily influenced by the eight ways aboriginal pedagogy and rather than teaching about Local aboriginal perspectives we try to LIVE them. We do not relegate indigenous education to special days, although we do celebrate special events, but we embed it every day.

We also value, honour and celebrate the cultural perspectives that the children and families bring with them every day, central to this is our use of home languages within the everyday program. We want to know who you are but we also want to know and hear your stories of where you come from. We believe this exchange enriches our perspectives and helps to position education and learning in our local context and local way of being.

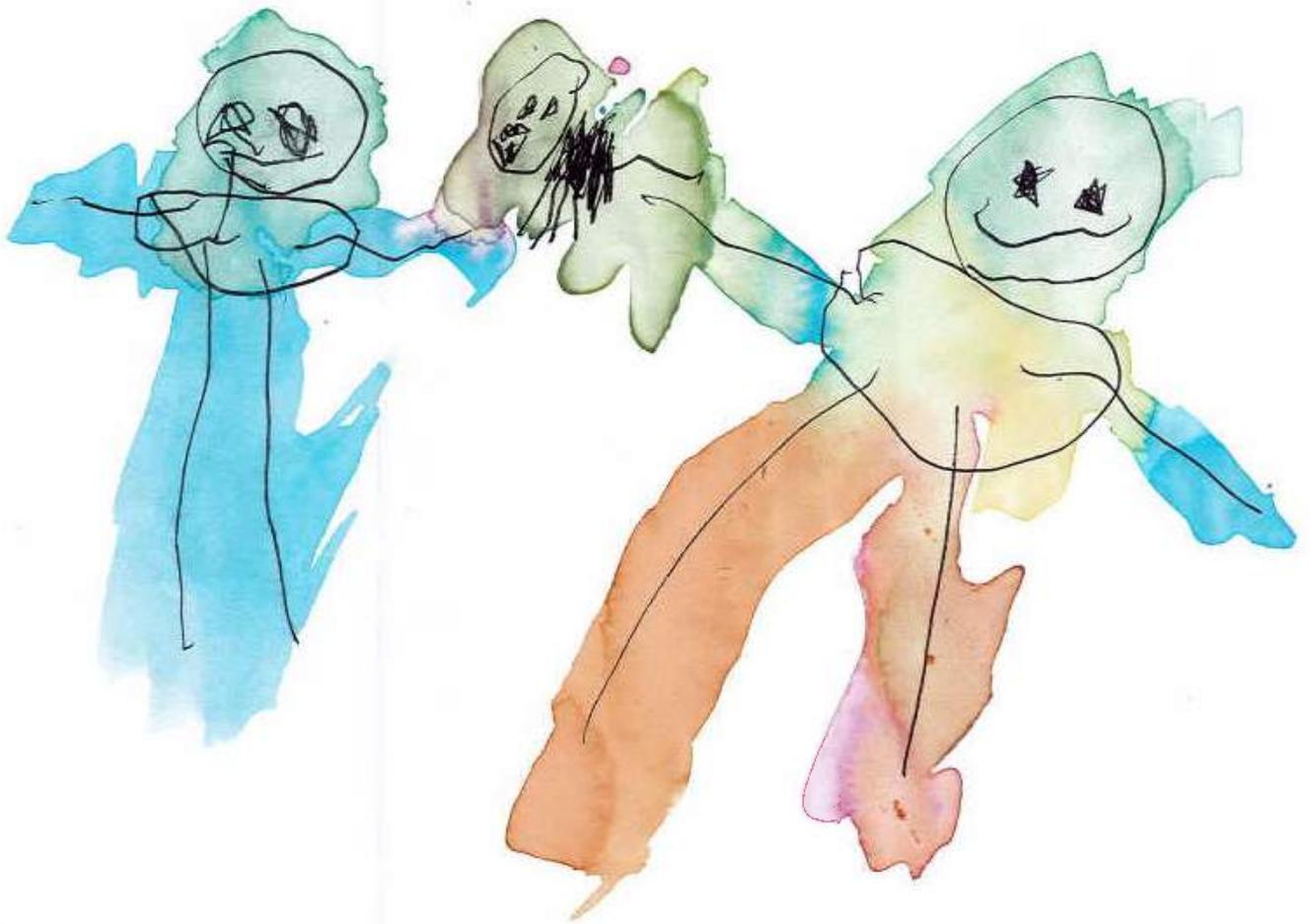
In a broader sense culture shows itself through the general passions and commitments of our families and what they celebrate in their local context.

HARMONY RHYME

We walk together on Wadawurrung land
We walk together, hand in hand
With courage and kindness, we welcome every face
With courage and kindness we respect this place

*“Trust is like sharing.
This is me sharing my
Cheetah with Lucinda”*

- Amity



Connecting Authentically With Our Community

Community engagement is an important part of our programs. We think it is important that children experience community, the relationships with people, spaces and things that reflect us locally. Understanding our society is about being in it.

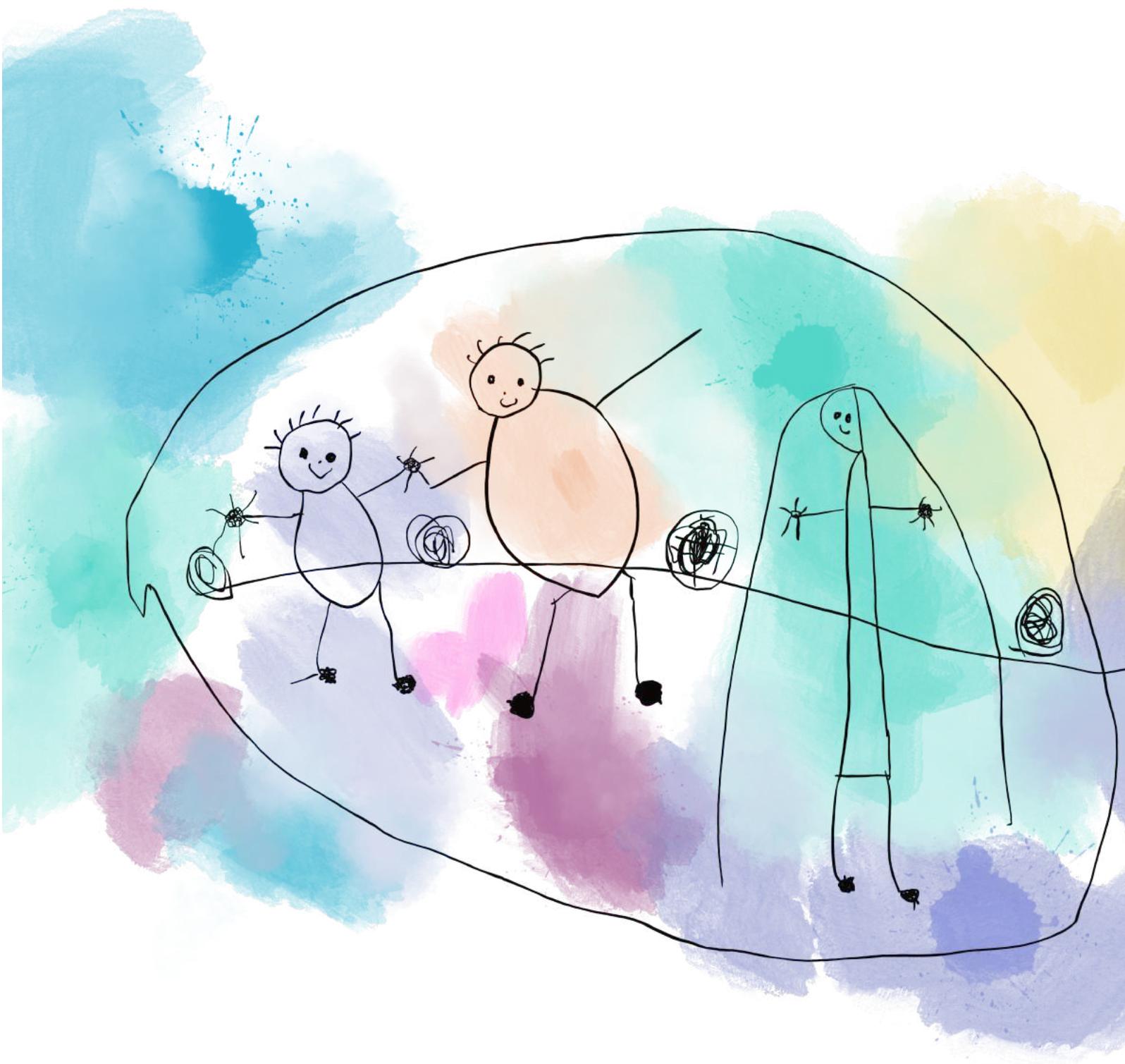
We are regularly visible in our community through our weekly Bush and beach Kinder as well as regular walking excursions where we interrelate and draw on the expertise of local community members including local indigenous elders, librarians, veterinarians, wildlife specialists, horticulturists, beekeepers and farmers.

We believe in the importance of networks to provide any extended and specialist support to our children and families. Community knowledge and expertise enrich our educational programs and provides a more diverse basis for thinking about how the curriculum can be relevant and contextual.



*“Kindness looks like picking flowers
for my mum at Bush Kinder”*

- Lola





littlegromsearlylearning.com.au

Developed in consultation with Kelly Goodsir of KG Learning