Centre philosophy

Created by Educators, families & children who attend Goodstart Coorparoo Tiber St.

Community

We believe that community engagement is important as it has an immense impact on children’s wellbeing and learning. Experiences of relationships and participation in community contribute to children’s ‘belonging, being and becoming’. Engaging with the community builds on children’s interest and expertise in being and becoming contributors to their world.

“What’s the best and wisest parent wants for his own child, that must the community want for all its child’ – John Dewey (U.S philosopher & Educator)

Relationships with children

We believe that secure, respectful and reciprocal relationships provide children with a secure base for exploration and learning. Positive relationships help children to learn about their responsibility to others, to appreciate their connectedness and interdependence as learnings. Our educators believe that engaging in intentional teaching recognises that learning occurs in social context and that interactions and conversations are vitally important for children’s learning.

‘No significant learning occurs without a significant relationship.’ – Dr James Comer

Sustainability

We believe young children represent the first of the future generations which makes it important for us, as educators, to help the children realise the significance of caring for and protecting their environment. We believe in promoting sustainable practices in everyday learning. Educators, children and parents work together to show respect, care and appreciation for the natural environment.

‘Free the child’s potential, and you will TRANSFORM him into the world.’ – Maria Montessori

Sense of wellbeing

We believe that sense of wellbeing in children incorporates both physical and psychological aspects and is central to belonging, being and becoming. Being healthy, well rested and free of illness assists children to be able to participate happily and successfully in the environment. Educators attend to children’s wellbeing by providing safe and secure environments, affirmation and respectful for all aspects of their physical, emotional, social, cognitive, linguistic, creative and spiritual being.

‘In my opinion, young child deserve nothing less than our full commitment to their wellbeing’. – Gaye Gronlund
Learning environments

We believe indoor/outdoor learning environments support all aspects of children’s learning and invite conversation between child, educator, family and broader community. Learning environments promote opportunity for sustainable shared thinking and collaborative learning. Our learning spaces invite open ended interaction, spontaneity, risk taking, exploration, discovery and connection with nature. Our environments is inclusive, promotes competence, independence and learning through play.

‘A child’s play is not simply the reproduction of what he has experienced, but a creative reworking of the impressions he has acquired.’ - Vygotsky

Pedagogical documentation

We believe working in collaborations with educator, families and children by using learning outcomes to guide then planning for children’s learning. We use the framework to guide the educators in their curriculum decision making as a part of an ongoing cycle to assist in planning, implementation and evaluating children’s learning. Educators intentionally scaffold children’s understanding and learning by making use of spontaneous and intentional teachable moments to extend on children’s learning. Educators also use reflective practice as a form of ongoing learning which involves engaging with questions of philosophy, ethic and practices.

‘Scaffolding is one tool that teachers use to ensure that students are able to operate in their zone of proximal development. (ZPD) – Lev Vygotsky

Partnerships with families

We believe that families are children’s first and most influential teachers. Partnership are based on the foundation of understanding each other’s expectations and attitudes and build on the strengths of each other’s knowledge. We trust each other by communicating freely and respectfully with each other to engage in shared decision making.

‘Every child deserves a champion- an adult who will never give upon them, who understands the power of connection and insists that they become the best they can possibly be’ – Rita Pierson

Culturally competent

We believe that being culturally competent is about building respectful relationships to support, promote and embrace cultural difference. It occurs overtime, by our connection with others and through our daily experiences with children and families in local communities, we can equip all children to live well with diversity and become active citizens now and into the future. It is through our commitment and our daily action to truly value difference that we become a community in which all can be long and flourish.

‘Language & culture are the frameworks through which human’s experience. Communicate & understand reality’ – Lev Vygotsky 1968