



# Philosophy

REED believes that every child has the right to access high-quality early childhood education and care, no matter where they live. Regional Early Education & Development Inc. (REED) has early childhood education and care services located throughout regional and remote Western Australia and aims to provide high-quality education and care to children in our services. At the heart of REED, we value the importance of families and communities, developing partnerships that are built on respect and integrity, understanding "it takes a village to raise a child". REED acknowledges that each community is different, and each service will operate to meet the needs of the community in which it is situated, however, REED's core values will remain strong and be delivered with pride in every service. REED WA is committed to upholding the principles outlined in the Education and Care National Law WA Act (2012) and the Child Care Services Act (2007). REED acknowledges and implements The Early Years Learning Framework and the Framework for School Aged Care principles to guide our work with families and children. REED WA is committed to being a Child Safe Organisation. REED acknowledges the traditional custodians of the lands on which our services sit throughout Western Australia

## In relation to children, REED

Believes the foundation for high-quality early childhood education and care is to build safe and secure relationships between children, families, and educators.  
Believes that children are unique, competent, and capable and will be treated with respect in all interactions, valuing their diversity and individual cultural identity.  
Will promote positive dispositions towards learning, working towards children being lifelong learners and active citizens who participate in decisions affecting them.  
Will ensure that children's voices are heard, and their rights are upheld in line with the United Nations Rights of the Child and the National Principles for Child Safe Organisations.  
The safety of children will always be our priority and all team members will be expected to create a culture of safety and embrace our shared commitment to advocate for child protection, safety, and wellbeing of children.  
Embraces a nondiscriminatory, inclusive culture of respect and acceptance where children's needs, interests, and culture are supported, valued, and acknowledged.  
Recognises our role in the social and emotional development of young children, focusing on nurturing relationships between educators and children that support them to establish a positive sense of themselves, learn to respect others, and enhance their overall emotional well-being.

## In relation to families and communities, REED

Acknowledge the role of each family within our services and advocate the role each family plays as being the first and most influential educator. We believe that each family in our services is unique and work collaboratively in partnership by gaining and sharing information about their child and embracing their active engagement in our services.  
Aims to build a shared understanding with each family of their expectations and attitudes, and to build on the strength of each other's knowledge.  
Supports the family's well-being and the parenting role and we recognise that this is influenced by the community in which a family lives, the material resources, and social supports available to them.  
Are committed to local community partnerships that enhance the provision of service to children, families, and educators.  
Believe that positive transitions and continuity of learning are critical to a child's success.  
Will challenge stereotypes and raise awareness of and cultivate a deep respect for Aboriginal and Torres Strait Islander histories and culture.  
Is committed to taking an active role in sustainability and empowering children to become environmentally responsible through teaching appreciation and care of the natural world.

## In relation to Educators, REED

Implements the ECA Code of Ethics and promotes professional standards to guide practice, interactions, and relationships.  
Are committed to providing access to professional development and opportunities for personal and professional growth.  
Promotes positive well-being for all staff, valuing their contributions and acknowledging and celebrating their professional achievements.  
Values the diversity of its educators and is committed to establishing professional workplaces that encourage strength-based approaches, collaborative reflection, and professional conversations to promote healthy team development.

## In relation to service programs and curriculum, REED

Will implement the Early Years Learning Framework or the Framework for School Age Care to guide our curriculum, ensuring a play-based approach is applied in all our services with educators scaffolding children's learning and development.  
Values the importance of early years education and aims to provide programs that are child-centred, and child-led, building on each child's learning and development and meeting their individual needs.  
Recognises the importance of each program reflecting the unique culture and community of the children we care for and its role in promoting active citizenship and positive outcomes for all children.  
Will ensure children are at the heart of our curriculum decision-making through the integration of thoughtful and intentional planning and consideration of children's spontaneous interests.  
Recognises the importance and benefits of educational approaches such as nature and risky play, and open-ended play.  
Draws best practices in alignment with prominent theorists.

- We acknowledge children learn through play and the importance of play-based learning as children construct their own knowledge (Froebel).
- We believe that learning is a social process and recognise the importance of providing opportunities for collaborative learning, meaningful peer grouping, and scaffolded practice from educators to guide children to achieve independence (Vygotsky)
- We recognise the progression of development is unique to each child and children will pass through the stages when they are ready (Piaget).
- We understand that how children learn and construct their knowledge is influenced by the people and environment that surrounds them and that holistic child development requires relationships and partnerships between children, families, educators, and the community (Bronfenbrenner).
- We ensure that each child's basic needs are met to promote positive learning dispositions (Maslow's Hierarchy of Needs).

Our service program's will be:

- Thoughtfully documented, engaging, and flexible and offer authentic and meaningful experiences that are age and developmentally appropriate.
- Provide a balance of opportunities and experiences that holistically promote each child's health and well-being,
- Build on each child's growing identities and promote their individual heritage and teach children the value of culture and diversity.
- Inclusive, ensuring reasonable adjustments within planning and implementation that promote inclusion and support access to early intervention ensuring the best outcomes for each child.

## In relation to Service Environment , REED

Views the environment as the third teacher (Reggio Emilia), providing play-based environments that offer agency, choice, and decision-making for children.  
Will ensure that each service environment is clean, warm, and welcoming in appearance and includes neutral and calming colors/tones within a minimalist design, providing adequate resources and age-appropriate furniture without creating clutter.  
Acknowledges the positive impact of nature on children's health and well-being and will include natural and aesthetic resources that promote real-world connections in both indoor and outdoor environments.  
Incorporates planning to encourage small group play and social interactions and invite children to participate through open-ended resources and provocations that stimulate interest and promote challenge and/or risk.  
Ensures environments are developed in consultation with children, reflecting their voices, interests, culture, development, and age of the children.  
Provides environments that are culturally safe, child safe, and links the home, education, and care setting, and community.  
Believes in environments that change and evolve with the children and documents this growth through reflection.  
Ensures the environment design encompasses a wide variety of learning opportunities and defined learning centres across key educational domains:

- A quiet area that promotes rest and relaxation.
- Literacy through role play and Numeracy through construction
- Hands-on learning and exploration incorporating Science, Technology, Engineering, Arts and Math's (STEAM), nature, small world, and physical movement.