

# Our Philosophy



## Our vision

Provide a caring, community-centred educational environment, that aims to provide high-quality learning through inquiry, discovery, exploration and play.

## Families

Work alongside and in partnership with parents/ caregivers to help each student in our care to discover their unique gifts, talents, abilities and interests.

Develop positive partnerships based on mutual respect, trust and open communication.

Ensure families are supported and actively engaged in services, programs and decision-making.

## Teachers

Build collaborative relationships based on trust, respect and honesty.

Acknowledge, support and celebrate the personal strengths, professional experience and achievements of the team.

Collaborate to generate a culture of continual reflection and renewal of best practices in early childhood.

Work to promote a community where we empower, encourage and support each other as we strive for excellence in all that we do.

## Students

Believe and recognise that each student is unique and has rich potential.

Ensure all students experience learning that is engaging and builds success for life.

Acknowledge that students bring their diverse experiences, perspectives, expectations, knowledge and skills to their learning.

Respect the rights of students as enshrined in the United Nations Convention of the Rights of the Child (1989) and commit to advocating for these rights.

Recognise that all students are curious, capable and competent.

Acknowledge each student's natural sense of enquiry about the world around them to shape and inform their development.

Assist students in developing positive attitudes towards their education and to grasp foundational skills before they start school, as a key focus.

## Values

- Equality
- Respect
- Professionalism
- Trust & honesty
- Collaboration & engagement
- Sustainability
- Excellence
- Creativity
- Community
- Cultural competence – inclusive conversations
- Partnerships & connections – community & families
- Secure, respectful & reciprocal relationships
- Respect for diversity
- Ongoing learning and reflective practice

## Environment

View the environment as the third teacher. It should be welcoming, creative, supportive, inclusive, inspiring, and nurturing so students feel comfortable and safe.

Design an environment that provides students with opportunities to work together in small groups or independently and reflects the local community and the families who use our service.

Understand our commitment to child safety, wellbeing and protection, through implementing and adhering to the Child Safe Standards. This commitment extends to all students in our service and community, aiming for students to feel safe, secure, happy and supported. The wellbeing of the students in our care will always be our priority and at the heart of everything we do.

Ensure our sustainability programs, practices and considerations remain a feature of an Investigator education.

Promote a culture of respect for our natural environment and all who live in it.

## Community

Utilise opportunities to explore specialised areas of the Victor Harbor and Currency Creek campuses, including: Nature Play, Agriculture Shed, Library, Gymnasium and day trips to the Currency Creek EcoCentre each term.

Value the ability to be actively involved in broader school assemblies, projects and events, with a focus on engagement with older students, building connections that assist with a smooth transition into Prep or Reception.

Value the role that our specialised teachers have within the ELC in building connections and foundational skills with teaching staff, through the opportunities to experience learning offered in future years – Music, Environmental Science, Library, Gym, and Japanese.

Engage in opportunities to strengthen our connection and engagement both within Investigator College, the Fleurieu community and beyond.

