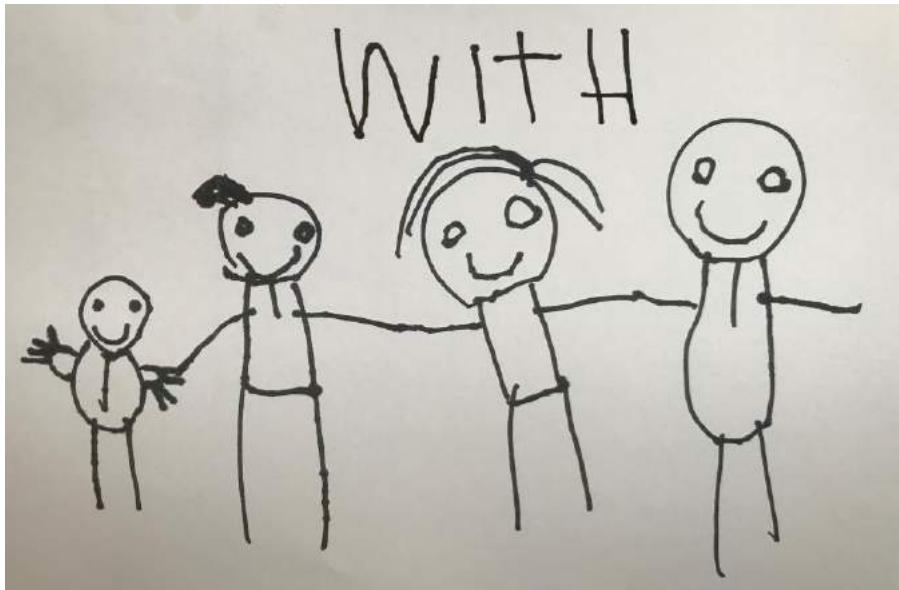




Mission



“Igniting the Spirit of Learning”

WITH
Children

WITH
Families

WITH
Teams

WITH
Community

“Igniting the Spirit of Learning”

We are committed to achieving excellence in every area of our service. We believe deeply in the power of learning as the ignition switch to building a culture that lives and breathes this mission. Learning transforms not only the individual but also those around, igniting a spirit of change. A partnership between what we once knew and what we now know begins to influence the way we move forward.

It is said that “learning is a consequence of thinking” and as such we cultivate a rich climate of reflective practice and forward thinking. By creating a diverse environment for children, families and community we strengthen the spirit of dialogue and collaboration.

Learning is a cycle of inquiry that is driven by a curiosity and desire. It involves questioning, investigating, researching, evaluating and building on what we already know or do. Learning takes time, patience, persistence and willingness. We strive to inspire the positive foundations and mindset of a life-long learner within every child.

We endeavor to empower our children, our families, our teams and our community in ways that motivate and inspire excellence in early childhood education and care.

'WITH'

Wisdom - Integrity - Trust - Honesty

Leading with purpose comes from a strong set of underlying values. Values drive decisions but also act as the springboard from which we evaluate any future direction.

Oxanda Education uses a metaphor of '**WITH**' to highlight the spirit of our philosophy but also to communicate our core values. **WITH** is an expression to be amongst, alongside, involved and around others. We approach all our interactions with this in mind: **WITH** children, **WITH** families, **WITH** teams and **WITH** community.

Wisdom

Experience, knowledge and good judgement form the basis of wisdom. Making educated and thoughtful decisions to ensure the best interests of children, families, teams and our community are served. Wisdom often requires an ability to stand back from a situation, to be objective and gather information. We do not rush into making decisions without collaborating, debating and examining all aspects.

Integrity

Being consistent with our actions, values, methods, measures, principles, expectations, and outcomes ensures that the accuracy of our actions is credible. Having sound values, policies and procedures which are actively engaged and evaluated will be visible through our actions, words, decisions, methods, and outcomes. We are who we say we are.

Trust

To believe in others means to develop trust in others. The conditions for trusting relationships develop when genuineness, respect, empathy and competence are demonstrated. Congruence between what we say and what we do is important as well as the ability to express clear expectations. Trust is formed by our ability to express genuine empathy, to put ourselves in another's shoes.

Honesty

To speak truthfully, transparently and with respect is the underlying premise to our communication approach. Honesty is about being real. It is through honest communication that true and authentic partnerships develop. Honesty is also about being considerate, professional and ethical in our approach.

WITH Children

Children come first as teaching teams recognise the uniqueness of each child. By acknowledging the decisions regarding the children's identity, abilities and strong sense of wellbeing we create confident communicators and involved learners. From a place of wellbeing

children thrive as active learners in a context where play is safeguarded. Teaching teams intentionally create learning environments that extend, enrich and strengthen interests of each individual. All children learn differently and as such we are responsive to this, recognizing the uniqueness of each child. We view children, families and communities as one whole, embedding a holistic approach to the decision making around learning

WITH Families

We actively recognise the valuable role of parents as children's first teachers. Understanding and respecting families values and beliefs underpins a partnership approach. Partnerships with families involves establishing a community, where both children and families know they belong and make a valuable contribution.

WITH Teams

Our teaching teams are guided by the National Regulations, National Quality Standards and Approved Learning Frameworks. We engage in regular professional learning so that our pedagogy is current and forward thinking. Each of our teaching teams reflect their own learning communities, where an individualised approach to partnerships and pedagogy is evident. We embrace diversity and seek a strong cultural competence amongst our teams. Our approach to the educational program honours first nation people as well as our local community context.

WITH Community

We instill a strong sense of community spirit and engage regularly with our local communities. Involving our community within the educational program means we are able to meet the needs of all children and families in ways that reflect our local context. The experience of community makes a measurable difference in our overall feeling of belonging, well-being and health. Being connected to community can deepen and refine our sense of place. We support and acknowledge each person's active citizenship through our variety of community initiatives.