



Brighton Street Early Learning Philosophy



Brighton Street Early Learning respectfully acknowledges the Wurundjeri Woi Wurrung people of the Kulin Nation as the Traditional Custodians of the land on which we work, learn and play. We pay our deep respects to Elders past, present and emerging, and recognise the enduring connection of Aboriginal and Torres Strait Islander peoples to land, culture, community and Country.

We are committed to reconciliation through ongoing learning, reflection and meaningful action.

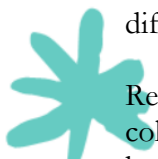
Through authentic relationships, culturally responsive practices and the embedding of Aboriginal and Torres Strait Islander perspectives into everyday experiences, we strive to foster a strong sense of belonging, respect, equity and appreciation for Australia's First Peoples within our learning community.

At Brighton Street Early Learning, we nurture a warm, inclusive and engaging environment where children feel safe, valued and supported to develop a lifelong love of learning. We believe children are curious, capable and competent learners with unique voices and perspectives, and recognise them as active participants in their own learning through relationships, creativity, exploration and play. Our educators foster a strong culture of respect, kindness and inclusion.

We are committed to being a Child Safe Organisation where the safety, wellbeing and rights of every child are central to our practice. By embedding the Child Safe Standards into our everyday practice, policies and culture, we create environments where children feel heard, supported and protected. We uphold children's rights and maintain zero tolerance for child abuse, racism and discrimination, promoting inclusive and culturally safe practices for all children and families.

Our curriculum is guided by the Early Years Learning Framework (EYLF) and supports a holistic approach to children's learning and development. We believe children learn best through play-based and inquiry-driven experiences that encourage curiosity, creativity, critical thinking and collaboration. Through intentional teaching and spontaneous exploration, educators support children to investigate ideas, solve problems and make meaningful connections with the world around them.

We value language learning as an important part of children's identity, communication and understanding of the world. Children are exposed to Spanish in one of our kindergarten rooms, and we celebrate multilingualism and cultural diversity as a way to promote confidence, inclusion, connection and respect for different cultures and ways of communicating.



Relationships are at the heart of our practice. We value strong partnerships with families, recognising them as children's first educators, and work collaboratively to support each child's learning, wellbeing and development. As part of our inner-city community, we connect with local organisations, allied health professionals, schools and community groups to enrich our program and strengthen support for children and families.

We promote sustainability and environmental responsibility, encouraging children to care for and respect the environment through everyday sustainable practices and meaningful exploration. We provide safe, stimulating and inclusive indoor and outdoor environments that encourage independence, curiosity and creativity. Inspired by the environment as the "third teacher," our spaces are designed to support hands-on learning and exploration.

