



## Our History

### Aboriginal history

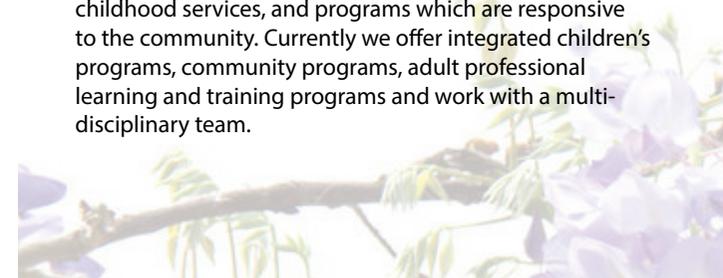
Aboriginal and Torres Strait Islander people are one of the oldest living cultures on earth. Gowrie SA is on Kurna land and we acknowledge and recognise Aboriginal and Torres Strait Islanders as the First Nations' people of Australia and that they are the traditional owners and custodians of the land, waterways, sky, air, flora and fauna throughout our country.

### Kurna culture

We believe in the rich history and knowledge the Kurna people bring to this land. We strive to continue to grow through our commitment to developing reciprocal and respectful relationships and partnerships with the Kurna community. We have a Reconciliation Action Plan because early childhood services are uniquely placed to begin the Reconciliation journey with children and families.

### Gowrie SA history

The Thebarton site opened in 1940, Gowrie Training services commenced in the early 80's and Underdale became part of Gowrie SA in 1998. Our vision is to provide: education and care for children, professional development and learning for educators working in early childhood services, and programs which are responsive to the community. Currently we offer integrated children's programs, community programs, adult professional learning and training programs and work with a multi-disciplinary team.



We wish to acknowledge the development of this philosophy by our Nepurla groups, staff, and families August 2012. *Updated April 2014.*

## Gowrie

South Australia

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Gowrie  
South Australia

# Philosophy





## Wellbeing

We believe that one of our most important priorities is that all members of our community feel a strong sense of connection and belonging. We value and believe in fostering the holistic nature of children's, families' and educators' wellbeing.

Our work is guided by attachment theory. We want our community to be one that is enriched by diversity and which provides rich and meaningful experiences.

### We believe:

- Children and families have the right to primary caregiving practices and continuity of experiences.
- Everyone has the right to a safe and healthy environment.
- Everyone has the right to feel accepted, respected, and emotionally, physically and culturally supported.

### Therefore we strive to:

- Build secure relationships.
- Create an environment where everyone is listened to and responded to sensitively.
- Work in ways that respect everyone's emotional, cultural and physical health, safety and wellbeing.
- Provide an environment that builds connections with nature and the beauty of natural materials and environments.

## Partnerships

We believe a partnership approach to our work is an essential part of a high quality learning environment. Our goal is to build relationships, ensuring everyone has the opportunity to feel valued, respected and supported.

We recognise and appreciate that families are the first and most important teachers in a child's life. By sharing information about children's uniqueness, interests and experiences, we can work together to support each child to feel secure. These values are the foundation of our child, parent and professional learning programs.

### We believe:

- Everyone has the right to be involved and be heard.
- Everyone has the right to express their preferences.
- Everyone has the right to feel connected with each other and the wider community.

### Therefore we strive to:

- Ensure that different perspectives and interests are central to our work.
- Take responsibility to keep connections alive by listening to, and communicating with each other and being open to feedback.
- Ensure that a range of opportunities to participate and contribute are offered.

## Community of Learners

We believe in lifelong learning and prioritise creating opportunities for all members of our community (families, children, staff, board and local community) to work together as learners.

We plan our curriculum based on the national Early Years Learning Framework, and our practice is informed by educational theories and current and emerging research. Our approach acknowledges that all children have a right to access opportunities to learn, and for this to occur all adults need to participate as lifelong learners.

### We believe:

- Children have the right to participate in planned experiences and environments. Intentional teaching and play-based learning supports this.
- Children have the right to a rich learning environment.
- Families have a right to contribute their knowledge about their child and their world.
- Everyone has the right to participate in professional learning.

### Therefore we strive to:

- Learn together within an inclusive community.
- Document learning and share information about what is happening in our community.
- Plan for and share children's joy in discovery.
- Be open to questioning what we do and why we do it.