

— THE —  
RUMPUSS  
ROOM

Philosophy

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At The Rumpus Room we describe ourselves as the “Home of Imagination” because we promote the wonder, delight and intrigue of creativity through imagination in all that we do. For example we value process over product and wish to facilitate the children’s thirst for creativity and unique artistic ability by employing an artist to help them develop their skills and their own style. We acknowledge that creativity and innovation are vital skills to foster into adulthood, and also understand that these attributes have been identified as important for future employment and contribution to society.

2

We believe that there is a real and personal God in the world. That He is the creator of everything we see and know and that He desires to have a personal relationship with ALL people. We believe that an essential component of healthy human development is spiritual development and believe it is important that children have the opportunity to learn that there is a God who is real and who loves them deeply and that He provides the foundation for a life of joy and peace. This Christian faith is the basis for the authenticity that we value.

3

We aim to release children to their full potential, where they thirst to participate fully in life, by creating an atmosphere of love, acceptance and fun. We want all of our community to have a happy day, every day. We also value what has been learned about children’s “Circle of Security” and how we can become more attuned and responsive to young children’s emotional needs giving them a safe haven and a secure base from which to explore. As educators we aim to treat each child with respect and have “quality learning interactions” with children instead of a “supervision” approach where educators hover but don’t “engage”. We advocate for and embed compassion in all that we do.

4

We have a culture of excellence which we describe as “going above and beyond” (reflected in our teachers and educators, our facilities and our administrative processes) and best educational practice gleaned from ongoing learning, based on ground-breaking research. Our educational approach is play based, featuring inquiry based learning, co-constructed learning (i.e. children and adults shape the learning) and our focus is to ensure children develop metacognitive competency (learn how to learn). With learning techniques that help children maximise the number of neural pathways in the brain, we aim to build broad foundation for future learning to be scaffolded upon. Learning a second language and purposeful physical activities are just some techniques for this.

5

We understand that preparation for school and creating the foundations for life and unlimited life-long learning happen from birth, so we ensure that there is a continuum of learning from the nursery to the pre-school room. We see children as capable and deliberately structure our curriculum to build child agency and their positive sense of self.

6

Our preschool program is purposefully designed to incorporate those extra skills children require to start school successfully while fostering a love of learning that will help them to flourish from the beginning to the end of their schooling careers. We love experimentation, problem solving and the project work it leads to as we investigate science, technology, engineering and mathematics. (S.T.E.M.)

7

We believe a child's play is the serious work of the preschool years. Through play, children interpret the world and learn about how it works, they learn about relationships and their own abilities and possibilities. Our educators focus on the pedagogy of learning, which is the thinking behind the learning as they encourage and nurture children for life.

8

We help children see themselves as global citizens with responsibilities to help look after the planet God created, therefore sustainability of all resources is important as we explore, enjoy and care for the environment. We engage the children in actively growing food for the service and aim to produce 10% of our consumption. As global citizens we have a genuine interest in other cultures and work with our local community and further afield to build relationships to broaden understanding and support for children in less fortunate conditions around the world.

9

We are a community formed by children, their families, quality educators, a variety of support networks, as well as local and global organisations. We value communication and use tools and processes, such as "Storypark" to enable timely and thorough communication with our families. We guide children to be responsible, respectful, contributing members of that community and where necessary give them the skills and opportunities for practice, to manage their own behaviours so they can contribute well.

10

We believe children deserve space and we value the natural world as a place for us to explore and learn but also a place for us to feel "at home" or "grounded". The service therefore provides large outdoor play spaces for physical activities, development and interactions with nature while also providing quality indoor spaces with different resources, to achieve different purposes.

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We recognise that children benefit from interactions with both men and women and that both genders have complimentary roles in caring for and educating children, therefore we promote and support both genders as educators in Early Education.

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We see the role of the teachers and educators to be that of environmental engineers, facilitators, communicators, encouragers, enablers, collaborators and provocateurs.

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We value the Early Years Learning Framework (EYLF) and its learning outcomes and use them to guide our quality practice. We actively reflect on our practice and use a "Quality Improvement Plan" (QIP) to challenge ourselves to continually improve all that we do.