



"We learn and play on the traditional land
of the Bundjalung People of the Bundjalung Nation".
We are a child safe organisation.

Child Centred Practice

Introduction

At Evans Head-Woodburn Preschool, we are committed to child-centred practice as the foundation of all interactions, learning, and decision-making. This means placing the **child's rights, needs, voice, identity, and interests** at the heart of our curriculum, pedagogy, and relationships.

We recognise that children are capable, competent, and active participants in their own learning. Our child-centred approach honours the rights enshrined in the **United Nations Convention on the Rights of the Child (UNCRC)**, respects the cultural rights of Aboriginal and Torres Strait Islander peoples as per the **UN Declaration on the Rights of Indigenous Peoples (UNDRIP)**, and upholds the principles of **Australia's Child Safe Standards**.

Review Date: 20/10/2027

Goals

Our child-centred policy aims to:

- **Empower children** as active participants in their own learning and lives.
- Promote **respect for children's voices, cultures, rights, and identities**.
- Ensure learning environments that are **safe, inclusive, and responsive** to individual and group needs.
- Build strong, **trusting relationships** that foster children's sense of belonging.
- Align with the **Early Years Learning Framework (EYLF V2.0)** and support the achievement of **NQS Quality Areas**, particularly:
 - QA1: Educational Program and Practice
 - QA5: Relationships with Children
 - QA6: Collaborative Partnerships with Families and Communities
 - QA7: Governance and Leadership

Strategies

To achieve these goals, the following strategies will be implemented:

Listening to the Voice of the Child

- Use **play-based pedagogy** to allow children to express themselves in multiple ways (e.g. art, conversation, movement).
- Seek and value children's ideas in planning and decision-making (EYLF Principle: **High Expectations and Equity**).
- Include **child feedback** in program reflection and evaluation.

Respecting Identity, Culture, and Rights

- Embed Aboriginal and Torres Strait Islander perspectives into everyday practice, acknowledging the **sovereign rights of First Nations peoples**.
- Celebrate cultural diversity and support **culturally safe learning environments**.
- Ensure materials and experiences reflect each child's **cultural background, family structure, and community**.

Safe and Supportive Relationships

- Build **secure attachments** and responsive interactions with each child.
- Provide consistent, **predictable routines** and flexible responses to children's individual needs.
- Follow **Child Safe Standards**, including child empowerment, equity, and managing risks of harm.

Inclusive and Flexible Curriculum

- Design curriculum around children's **interests, strengths, and developmental stages**.
- Use documentation tools (e.g. learning stories, portfolios, observations) to plan meaningful learning experiences.
- Ensure **accessibility and equity** in all learning opportunities.

Family and Community Engagement

- Collaborate with families as **partners in learning**, respecting their knowledge of their child.
- Engage community members, Elders, and cultural educators to enrich programs.
- Create pathways for **shared decision-making** in curriculum and policy development.

Sources

Early Years Learning Framework V2.0 (2022)

National Quality Standard (ACECQA)

United Nations Convention on the Rights of the Child

UN Declaration on the Rights of Indigenous Peoples

National Principles for Child Safe Organisations

Code of Ethics (Early Childhood Australia)

Evans Head-Woodburn Preschool Philosophy

Evaluation

This policy and its implementation will be evaluated through:

Ongoing Reflection and Feedback at P and P Days, and from children, families, educators, and the community.

Program and Practice Audits

Professional Learning

Every two years Policy Review

Approved Provider Representative:

Name: Ashleigh Mitchell

Role: _____

Signature: _____

Date Adopted: 20/10/2025

Review Date:.....20/10/2027.....

POLICY REVISION		
Reviewed	Adopted By	Review Date
20/10/2025	Ashleigh Mitchell	20/10/2027