

Philosophy statement for early childhood/early years education at ACU

Teach, learn and participate with equity

The Australian Catholic University embraces a holistic approach to early childhood/early years education. In conjunction with a commitment to the Australian Catholic University Mission, we embrace ethical, socially just, and culturally responsive learning, teaching and research activity.

We are committed to valuing, recognising and respecting the geopolitical social contract that is the United Nations Convention on the Rights of the Child in the implementation of its teacher education courses and its academic endeavours.

In our responses to teacher education discourses, we *affirm* that childhoods are diverse, and as such, are constructed as children interact and evolve within a range of social, cultural, spiritual, and political contexts. We *affirm* the sociology of childhood as a dynamic framework with which to engage; worthy of dialogue, debate, reflection and interpretation. We *affirm* the diversity of images of children, families and communities as being representative of the knowledge and agency that informs and shapes our practice. We *affirm* the unique position Indigenous children and families hold in the Australian educational landscape.

We *promote* contexts for University learning, teaching and assessment that are active and inquiry based, responsive to what we know and understand as best practice in tertiary education. We *promote* the democratic potential of students, graduates, academics and the teaching profession as empowered participants entering into a collegial dialogue that leads to transformational learning/pedagogies.

We *envisage* the Australian Catholic University higher education learning community as being articulate, passionate and committed to the generation and dissemination of knowledge, skills and attitudes that can facilitate the implementation of high quality early childhood/early years education for all children. We *envisage* engagement with, and contribution to, diverse teaching and research communities through national and international networks that support an active and visible presence for all children and their childhoods.