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Peques Philosophy

Since its beginning, Peques has based its philosophy on **absolute respect** — for children, for families, for colleagues, and for ourselves. This principle of respect is paramount and forms the foundation of everything we do.

Our philosophy is guided by the following core values:

1. Respect

We consistently demonstrate full respect for children, their parents, our colleagues, and ourselves. As educators, we are role models, and the way we treat others teaches children how to feel about themselves and the world around them.

By showing respect for ourselves, one another, and especially for parents, we help children feel confident, comfortable, and safe within their environment.

2. Teamwork

We work collaboratively across the Peques group to achieve shared goals and work towards the same vision. Teamwork is a crucial part of who we are and how we operate.

By bringing together our individual strengths, skills, and experiences, we create a collective richness that strengthens our practice and enables us to achieve more together than we ever could alone.

3. Professionalism

As ambassadors of Peques, we maintain composure and professionalism at all times, even in challenging situations or moments of adversity.

We recognise that personal emotions such as fear, frustration, anger, or guilt can easily be transmitted to both children and colleagues.

For this reason, when we arrive at work each day, we make a conscious effort to clear our minds, leave negativity at the door, and approach our role with positivity, calm, and purpose.

4. Labelling

Labelling of children or adults is not acceptable practice at Peques. Children are praised and guided based on their actions, not on who they are.

When praising a child, we focus on what they have done rather than describing them as “good” or “bad”.

Similarly, we do not use the word “poor” when referring to children, as this expresses pity rather than respect.

Children are neither good, bad, nor poor — they are simply children, protagonists of their own path in life, with parents and educators acting as guides.

5. Communication

When communicating with children, we always lower ourselves to their level and maintain eye contact. Speaking from above can be intimidating, and we are mindful of creating interactions that feel respectful, calm, and engaging.

Staff consistently demonstrate a positive and constructive approach when communicating with one another and with children. We avoid the word “no” wherever possible, instead explaining why certain behaviours are not acceptable.

This approach supports children in understanding boundaries and helps us respond more effectively to challenging behaviour.

When communicating with children, we ensure that our words, actions, and emotions are aligned. If these are not consistent, we risk sending mixed messages.

Whether praising or guiding a child, our tone, body language, and facial expressions reflect the message we are communicating.