

Tweed Heads Community Preschool Inc.
Bundjalung Country
Our Philosophy

OUR MISSION

We provide an inclusive, safe, stimulating and caring environment where children may develop through a range of play based experiences.
Nurturing each child's sense of belonging, being and becoming.

OUR VISION

- To build partnerships with families and the community to enhance the quality of care and learning for every child.
- To create a warm environment that is inclusive, flexible and responsive to each child.

OUR VALUES

- We embrace the child and the period of childhood as a unique and important stage of life.
- We recognise that play is integral to the way children learn and support this through our programs.
 - We believe that the child's family, cultural heritage and the wider community play important roles in developing the child.
- We foster an anti-bias philosophy in relation to children with additional needs, promoting the consistent and active right of every individual to develop to their fullest potential.
- We provide relevant and appropriate programs and activities to ensure that children find expression for their individual needs.
- We are inspired and guided by *The Early Years Learning Framework for Australia—Belonging, Being and Becoming 2009 (EYLF)*:
 - à *Belonging*—acknowledges children's interdependence with others (family, cultural group, neighbourhood, wider community) and the basis of relationships defining identities;
 - à *Being*—recognises the importance of here and now in children's lives; and
 - à *Becoming*— reflects the process of rapid and significant change that occurs in the early years.

OUR BELIEFS

CHILDREN

We believe our children:

- Are invaluable, unique and powerful individuals existing within the context of their family and their community;
- Have a right to secure, respectful and reciprocal relationships with educators to allow confidence and positive self esteem to develop through a supportive and secure environment; and
- Are competent and resourceful learners who are active contributors to their own learning.

FAMILIES

We believe our families:

- Are children's first and most influential educators;
- Families come from a diverse range of cultures with differing practices, values and beliefs; and these are to be respected and honoured by the preschool, staff and program;
- Trust, respect and collaboration form the basis for strong partnerships between families and staff; and
- Family involvement is integral to a high quality program.

STAFF

We believe our staff:

- Have valuable roles as co-educators with children, families and communities;
- Will continually seek ways to build their professional knowledge;
- Value reflective practice, engaging in questions of philosophy, ethics and practice with peers, families and the community; and
- Are valued for their personal and professional contributions by creating an environment of collegiality where communication is open and confidentiality is maintained.

OUR GOALS

CHILDREN

- To implement a child-centred program based on principles outlined in NSW curriculum and EYLF;
- To strive to empower children by using their thoughts and ideas to develop the program;
- To promote each child's confidence and positive self image through a range of provisions, experiences and opportunities that build on their understandings, skills, values and sensitivities and promote success;
- To implement an inclusive approach to positively support children's growth of identity, self esteem and critical thinking; and
 - To encourage each child to reach their full potential in accordance with their individual ability.

FAMILIES

- To communicate openly and constructively with families through discussions, child developmental records, daily diaries and newsletters;
- To strive to have understanding and be responsive to family needs, and provide support when required; and
 - To encourage families to engage in meaningful participation within the program.

STAFF

- To provide opportunities for staff to share in decision making and to obtain feedback;
- To provide a safe and comfortable working environment with release time for programming and other duties; and
 - To provide ongoing professional development for staff

OUR BELIEFS

PROGRAM

We believe our program:

- Considers the whole child and the interrelated nature of development and learning. Children need opportunities to practice and consolidate their skills in key learning areas— language and literacy; creative and expressive arts; mathematics; science and social and emotional development, working towards learning outcomes as expressed in EYLF 'Belonging, Being and Becoming';
- Is developed in response to observations and documentations of children's strengths, abilities and interests.
- Supports a child's learning through collaboration and communication with other children and adults, and through interacting with the environment; and
 - Respects and celebrates the diversity within our centre, families, staff and the wider community, playing a role in fostering and developing a social conscience among children with a view addressing social inequities.

ENVIRONMENT

We believe the environment:

- Welcomes children, families, staff and celebrates the diversity of cultures in our community;
- At preschool, provides a balance between a secure home-like space and a stimulating environment that encourages children to explore, solve problems, create and construct; and
- With regards to outdoor play, provides opportunities for an appreciation and respect for the natural environment, promoting children's understanding about their responsibility to care for the environment.

COMMUNITY

We believe:

- We must strive to be a centre of excellence for early childhood within our community;
- We provide a central link to information and support service within the wider community;
 - We are part of the wider community and encourage relationships with community organisations, local councils and schools;
- The needs of children, families, staff and the community are constantly changing and that ongoing evaluation is essential to create a service that is responsive to those needs; and
- We promote social justice, equity and rights of children, families, staff and management in the wider community.

OUR GOALS

PROGRAM

- To implement a flexible program that is responsive to the evolving nature of the early childhood environment, and provides for different learning styles;
 - To observe children and document their work to form the basis of the program;
- To use both the indoor and outdoor environment to encourage the children's ability to observe, perceive, explore, investigate, imagine, make choices and problem solve;
- To provide attractive, well-maintained play areas with the thoughtful use of furnishings and displays;
- To introduce children to a wide range of social and cultural experiences, family types and different ways of doing things so they will learn to value diversity, learn to accept challenges they may face, and become full realised members of society.

ENVIRONMENT

- To ensure each child is visible within the service and establishes a sense of "belonging";
- To maintain resources and materials and present them in thoughtful and intentional ways;
- To strive to create an environment where children can participate within a secure, familiar environment, allowing them to explore "being" and supporting them in "becoming" who they are; and
- To provide experiences that allow children to learn about and engage in sustainability and respectful relationships within our environment.

COMMUNITY

- To ensure we operate within the guidelines set down by governing and professional bodies;
 - To use the established channels of communication with committee, council and the community;
- To encourage Early Childhood and work experience students to take part in our program;
 - To utilise local services in an effective and meaningful way;
 - To evaluate our centre goals and program often.