

Tweed Heads Community Preschool Inc.

Philosophy

Our Mission

- ❖ We provide a safe, inclusive and caring preschool environment where children are paramount. Empowered to engage, contribute, explore, wonder, experiment, imagine and create through Play experiences.
- ❖ Our strong relationships with the children and their families forms the foundation for nurturing every child's holistic wellbeing, growth and learning.

Our Vision

- ❖ To ensure that every child has opportunity to participate in, and contribute to Play in a safe, caring, warm and social preschool space.
- ❖ To recognise family as the child's 'first teacher' and build mutual trusting partnerships with each family to enhance the preschool experience for every child.
- ❖ To provide an environment and interactions that protect every child's right to be and feel safe, exercise agency and self-advocate; be active decision makers and collaborators; and to experience empowerment and ownership for their participation and mean-making.

Our Values

- ❖ We embrace the child and the period of childhood as a unique and formative life stage.
- ❖ We value and promote Play, recognising Play as a child's fundamental Right.
- ❖ We view Play as being foundational and imperative for children's holistic wellbeing, growth and learning.
- ❖ We believe that the child's family, cultural heritage and the wider community are interconnected, influencing the child's view of self, their connections with people, place and experiences.
- ❖ We endeavor to embed the funds of knowledge that each child brings with them to our setting.
- ❖ We foster an Anti-Bias approach in relation to all children and their families, actively promoting the right of every individual to participate, contribute, feel valued and experience success and growth.
- ❖ We provide a responsive program and experiences within a social setting to ensure that each child finds expression for their individual strengths, interests and emerging skills.
- ❖ We assert our commitment to children's safety as being paramount in all aspects of our organisation- pedagogy, principles, practices, management, administration and in all decision-making processes.
- ❖ We reflect on our pedagogy, evaluate and evolve our practices responding to current research and multiple theoretical perspectives including Maslow, Bronfenbrenner, Montessori, Vygotsky, Piaget, and the Circle of Security Model.
- ❖ We are inspired and guided by the Early Years Learning Framework for Australia- Belonging Being Becoming (EYLF) 2022.
- ❖ BELONGING acknowledges children's interdependence with others- family, cultural group, neighbourhood, wider community- and the basis of relationships in defining identities;
- ❖ BEING recognises the importance of the present time (the here and now) in children's lives; and
- ❖ BECOMING reflects the process of rapid and significant change that occurs in the early years.

Our Aims for...

CHILDREN

- ❖ To promote each child's safety, confidence and positive self-image through their engagement in Play. Accessing a variety of resources, experiences, interactions, relationships and opportunities that build on their self-worth, understandings, skills, values and overall wellbeing.
- ❖ To execute an 'unhurried' child-centred daily routine that values Flow and Play founded on principles and practices that encompass- attuned, responsive, shared, sustained, pleasurable and leisurely interactions and experiences.
- ❖ To implement an inclusive and Anti-Bias approach, introducing children to a wide range of social and cultural experiences and family types; to enhance each child's sense of community, group belonging and interdependence; to strengthen their social competence and understanding of fairness and social justice; to build emotional awareness of self and others; promote interdependence; and for them to value the diverse ways of being, doing and thinking.
- ❖ To create a program that strives to empower children, using their thoughts and ideas and family contributions alongside our observations and documentation of their participation.
- ❖ To encourage each child to practice critical thinking, persistence and resilience in order for them to accept the challenges they face; develop a growth mindset; have opportunity to experience and celebrate their successes; and to in-still a life-long love of inquiry and learning.

FAMILIES

- ❖ To develop trusting partnerships with families and to communicate openly, respectfully and constructively with them through informal and formal discussions, child developmental records, newsletter.
- ❖ To strive to understand and be responsive to diverse family needs, providing support when required.
- ❖ To encourage families to engage in meaningful participation within the program and the decision-making processes of our organisation. We provide opportunity for families to contribute and participate through exchange of knowledge, skills, culture and language; general feedback, questionnaires and surveys; Committee membership and meetings; and social gatherings.

STAFF

- ❖ To participate in decision-making, be recognised for their strengths, to obtain constructive feedback and be encouraged to sustain professional growth.
- ❖ To provide a safe, comfortable, diverse, inclusive, unhurried and supportive working environment.
- ❖ To value the diversity of the staff team; promote team cohesion; and the wellbeing of all staff as team members and individuals.

ENVIRONMENT

- ❖ To maintain resources and materials and present them in thoughtful and intentional ways.
- ❖ To provide experiences for children to learn about and engage in respectful relationships.
- ❖ To use both the indoor and outdoor environments to encourage the children's ability to observe, perceive, explore, investigate, experiment, make choices, collaborate, problem solve, imagine and find joy.
- ❖ To provide attractive, well-maintained play areas with the thoughtful use of furnishings and displays.

COMMUNITY

- ❖ To ensure we operate within the guidelines set down by governing and professional bodies.
- ❖ To use the established channels of communication with Committee, Tweed Shire Council and the community.
- ❖ To encourage Early Childhood and work experience students to take part in our program.
- ❖ To relate and engage with local services in an effective and meaningful way.