

## **COOTAMUNDRA CENTENARY PRESCHOOL PHILOSOPHY**

As educators of young children we feel the provision of a non-threatening, non-sexist, unprejudiced, safe, happy, stimulating and sensitive environment is of paramount importance. We believe that the environment for young children should encourage inquiry, choice, creativity, curiosity, problem solving and risk taking - an environment that facilitates and supports children's play and learning. Fundamental to this is our implementation of the Early Years Learning Framework and reflecting the view of children's lives as characterised by belonging, being and becoming.

Essential to the learning process is the interaction of children to adults, children to children and the Pre School to the wider community. Children are active natural learners, and are given the opportunity to develop socially, cognitively, physically and emotionally as individuals - developing positive feelings of self-worth. We encourage children to become caring and empathetic members of our community, treating their peers with respect and warmth. As educators we believe that by modelling positive behaviour we guide the children's understanding and appreciation of other people's rights, responsibilities, needs and feelings.

As Educators we recognise the importance of diversity and inclusiveness in our society. We realise the importance of the rights of the child, social justice and humanist values. We aim to treat each child and family with dignity and respect, and as individuals with a variety of backgrounds, needs, tastes and opinions. We honour diversity - exploring, acknowledging and valuing our similarities and differences. Our service is an active participant in the Government's National Quality Agenda, which emphasises that early childhood services should be inclusive of all children, particularly embracing the indigenous population.

Every parent has the right to feel secure in the knowledge that their child is being cared for in a nurturing, caring, stimulating and challenging environment. We aim to provide an environment in which families feel welcome and comfortable, free to offer any advice or suggestions as they see fit - to have as little or as much input into the programme as they wish.

To foster positive growth in children it is necessary for our Pre School to provide a learning environment where the child is free to make choices about the way they use resources, thus encouraging creativity, problem solving, independence and communication. The evaluation and reflection of our programme enables us to determine whether or not we are providing the most developmentally appropriate practices, resources and learning experiences for a particular child, as well as the group as a whole. Our aim is for the child to develop positive feelings about themselves and their learning through play based activities and intentional teaching.

It is essential to have a caring, enthusiastic and committed group of people working together as a team, focused on providing high quality Pre School Education and care of young children and their families. We place great emphasis on a close familiarity and understanding of the various theories of child development, and what current research is telling us. We recognise the important role we play in the lives of families, and in the broader sense, the community in which we live and work. We understand the importance of Staff and Management Committee making decisions that reflect a long term commitment to the viability of our service and believe such decision making will ensure our service remains part of the local community.

Pre School is a vital link between home and the school system, providing opportunities for children to develop important intellectual, social, emotional, communication and physical skills, essential to a smooth and successful transition to school.

***National Quality Framework, Quality Area 7: Leadership and Service Management***

**Element 7.2.1 A Statement of principles is developed which guides all aspects of the service's operations**