



Bvrun Gaman

Moru Behman

(Learn Together Play Together ~ Gubbi Gubbi People)

We acknowledge and pay our respects to the traditional custodians (The Gubbi Gubbi Peoples) of the land on which our Centre is situated, and where our children play. We acknowledge and pay our respect to Elders both past, present and emerging.

PHILOSOPHY

Educators at C&K Cotton Tree appreciate, respect and encourage individuality and interdependence of all children, including those from culturally and linguistically diverse backgrounds, those of Australian Indigenous descent and children with a disability.



The practices of the C&K Cotton Tree Community Childcare Centre are based on this philosophy, which has been developed in consultation with parents, children, educators and management.

WE BELIEVE:

1.* We work in partnerships with families, children, educators and our community. By valuing 'parents' participation, knowledge, daily sharing of information, and respecting the cultural and religious expectations parents hold for their child/ren, secure attachments will be formed. Secure attachments are necessary for positive outcomes for each child and their lifelong learning and development.

Together we can achieve more.

2.* The C&K 'Building Waterfalls' curriculums (for children 0-3years and Kindergarten) recognises the value and richness of play as a catalyst for children's learning and allows the child to claim ownership of their learning. It encompasses our belief about children as being competent, capable, co contributors and active participants in their own learning.

The shared understandings of this curriculum are:

CONNECTING - to family, community, the environment, the past and the present.

ENLARGING - feeling safe, nurtured, valued and treated with dignity, justice, equity and respect.

LISTENING - being open to new possibilities and perspectives and being active negotiators in their own learning.

EXPLORING - as competent and capable enquirers, thinkers, researchers, communicators and decision makers.

Through our curriculum, children experience a sense of *belonging* and connectedness with community; of *being* engaged with the present and the significance of what is happening in their life today; and the importance this has in shaping who they *become*.

3. * Educators provide a secure, warm, caring, engaging, and supportive learning environment. One which supports a child's optimum development, where, each child's sense of agency is encouraged and respected, allowing children to participate at their own level in any activity of their choice which promotes independence, self-esteem and self-worth.

Our environments allow time and opportunity for **CONNECTING, ENLARGING, LISTENING AND EXPLORING** in an environment in which our children feel safe both physically and personally.

4.* Educators recognise that optimum learning takes place amidst relationships formed between educator and child and through these interactions and curriculum goals, educator's will seek to enhance each child's self- esteem and acknowledge their individuality. We are flexible and responsive to the changing needs of the children and their families.

5.* We believe that fun is an intrinsic motivator for learning. Children learn best through hands on experience and when they are happy.

6.* It is important for all early childhood educators to have an on – going commitment to professional development.

7.* Children's voices are captured and reflected in the experiences planned and offered, supporting their contributions and sense of agency.

8. Connection and relationships to Community is important to us. We develop links, share information and work in collaboration with our Community, to achieve the best outcomes for the children and families using our Service.

The philosophy was evaluated and reviewed in consultation with parents, children, educators and management. Review Commenced January 2017 and was completed in May 2017 (next review ~ January 2018)