NUTURE: EDUCATE: CELEBRATE.

*Cooloon Children’s Centre Inc. is situated in Minjungbal country in the Bundjalung nation.*

*We acknowledge the Aboriginal and Torres Strait Islander people as the traditional custodians of this land on which Cooloon Children’s Centre Inc.is built and where we play and learn. Cooloon is the original name of Tweed Heads and is an aboriginal word meaning place of many trees.*

At Cooloon Children’s Centre Inc. (CCC) we are committed to providing a nurturing and educational high-quality service where we value and celebrate the early years and view early childhood education as the foundation for lifelong learning.

Within our beautiful and natural environments, we follow a child led curriculum based on the principals, practices and learning outcomes of The National Quality Framework – Belonging Being and Becoming.

**Secure, respectful, and reciprocal relationships** underpin what we do, and we achieve this through consistent and long-term relationships between teachers/educators and children. Our diverse and long-term staff team view children as unique individuals with feelings, opinions and values and are sensitive, attentive, and responsive to the changing needs of children providing them with the emotional support that leads to a sense of security and belonging.

We understand that as young children learn and grow and build safe and secure relationships outside the home, they become increasingly able to recognise and respond to the feelings of others and behave in socially acceptable ways.

Teachers/educators promote and extend children’s independence through frequent interactions, give, and take conversations, collaborations, problem solving and encouragement.

**Partnerships** are a key element in the success of early learning at CCC.

We recognise families are the most influential teachers in each child’s learning and value and use all information families provide to enrich our program. We undertake to share all relevant information we observe about each child’s interests, strengths, and emerging needs in a professional, respectful, and transparent manner and to foster shared decision making.

As management, educators/teachers at CCC we commit to open communication and working in partnerships with families, support professionals and community to achieve high quality outcomes for all children. In addition, this enables us to challenge issues of inequity and advocate for positive social outcomes for children, families, and community.

We are committed to continuing to host many family events (now traditions) to foster deeper connections with and between family members.

We follow lawful policies and procedures and are guided by safe workplace policies, standards, and practices.

**High Expectations and Equity** recognises and values the different types of knowledge, skills, ways of doing and knowing regardless of circumstances and abilities, that children, families, staff, and community bring to CCC.

We understand that young children have their own unique ways of being and extend and scaffold this through our inclusive and flexible program and routines. These support children to choose who they will play with, including their siblings, for how long, with their preferred educator, and their preferred area of play including the indoor or outdoor environment or Jubi and Jalum playrooms.

We see children as capable and competent and support this with thoughtful educators who encourage children to think, persevere, take on challenges, problem solve, share decision making and make connections.

We value and utilise routines such as meal- times, toileting and nappy changes and provide many experiences as opportunities for sustained conversations, ways to support growing independence, and participation with people and things in our stimulating environment.

We recognise that children need unhurried and flexible time to ‘be’ and live and grow in the ‘here and now’ with others or alone, and all children have the capacity to succeed as we provide a program that values their rights as individuals and supports them to participate and engage in order to reach high quality learning outcomes.

**Respect for Diversity** underpins our curriculum and teaching at CCC. We acknowledge that we all have a cultural background and children have a right to have their culture, identity strengths and capabilities acknowledged and valued. This diversity we experience in our staff team, our children and families and the community in which we live, work and play.

Our communication with families acknowledges and respects their diversity of knowledge, their values and beliefs, aspirations and child-rearing practices and understand and use these to enrich our program.

We understand the significant role we play in supporting children’s understandings and foster tolerances about diversity and social justice issues, including similarities and difference, fairness, unjust behaviours, and prejudice.

We understand we have responsibilities to children, families and staff to learn more about the history of our first nations people and embed this within our program, as we utilise community connections and visitors to enrich the program and our understandings. We celebrate cultural traditions in culturally and contextually ways.

**Ongoing Learning and Reflective Practice** involves teachers/educators who are reflective and thoughtful and engage with each other around theories of practice, the ECA Code of Ethics, new professional learnings, knowledge of each child from observations and families to gather information and gain insights that support, inform and enrich the decision making that supports children’s learning. Teachers and educators are supported to be reflective through meetings, professional conversations, and opportunities for professional development.

**Our Practices to support a high-quality program** include the belief that children learn best as active learners when teachers/educators support them as partners in learning across all areas of development – intellectually, socially, emotionally, and physically. Learning for young children is holistic, interactive, and informal and children’s interests and voices are listened to and reflected in their shared learning journey with others.

We support and encourage the development of creative and social skills through opportunities for sensory play through a wide variety of materials.

We know children thrive in a context of relationships that meets all their basic needs. The concept of wellbeing is behind everything we do, from promoting healthy relationships, designing accessible environments, including outdoor spaces to promoting a healthy, sustainable environment for future generations. At CCC all staff, teachers and educators act in ways that always prioritises the wellbeing of children. This includes our attention to safety and supervision, the design of our programs, the meals and snacks we provide as well as time to unwind for rest and sleep.

We place high value on our learning environments, that includes animals, vegetable, and other gardens, as it readily connects children to and with the natural world and supports learning through play. With teacher/educator support our program fosters curiosity, creativity, risk taking and self-esteem as we listen and respond to children’s ideas and abilities. Both child initiated and teacher led experiences are inter woven throughout the day with spontaneous small group experiences, as well as intentional planned hands on learning experiences, opportunities to manipulate materials, and interact with others for individuals, small groups and the larger group.

We promote and encourage sustainable and environmentally responsible practices.

Our early learning context supports scaffolding children’s learning and development through quality interactions with peers, teachers/educators, community members and parents in the overall attempt to pave the way for an exploratory understanding of themselves, the world around them and their place in it. Supporting global citizens of the future.