



THE CUBBYHOUSE

PRESCHOOL AND LONG DAY CARE

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The Cubbyhouse Philosophy

With a caring and positive atmosphere, The Cubbyhouse provides a warm, safe and happy learning environment to enhance all areas of children's development.

The Cubbyhouse draws their beliefs about children's education and care from many theorists and their ideas. Our practices, procedures and curriculum development is guided by these ideas.

- ❖ **Rudolf Steiner** – Children need free, creative play to develop their spirit, minds and bodies. When educators nurture children's senses children experience an understanding of awe and wonder for beauty.
- ❖ **Abraham Marlow** – Children learn, develop and grow into strong, resilient, competent adults after their basic needs of food, water and sleep are provided.
- ❖ **Jean (John) Piaget** – Children are researchers, they use their sight, touch, taste, smell, movement and hearing to explore how things work. This is called "concrete learning". Telling children lots of facts about an idea or thing is not very helpful; they learn more themselves by exploring with their senses.
- ❖ **Barbara Rogoff** – Children are active, involved and competent learners. Children develop understanding and skills in a social context. They develop social skills through observing and imitating others more skilled than themselves.
- ❖ **Lev Vygotsky** – Play is an important way for children to develop. Children learn everything twice, first by watching and thinking, then by doing. Children need to be supported in their learning (scaffolding). Culture shapes how we learn and what we learn.
- ❖ **Urie Bronfenbrenner** – Children grow and develop within a number of different relationship systems.
- ❖ **Burrhus Skinner** - Breaking down big tasks into smaller tasks helps children learn new skills more easily.
- ❖ **Maria Montessori** - Children learn at their own pace through playing and that PLAY is children's WORK.

We believe children learn best through discovery based education. We use stimulating learning environments based on the children's interests to attract children's attention and facilitate new understanding. As educators we assess the children's learning through critical reflection and analysis of information. Using intentional teaching practices allows a supported environment where conversations and interactions are vital for learning to occur. We use a holistic approach which caters to each individual child, to nurture their unique talents, capabilities and aspirations within a flexible environment. This gives children the ability to flourish in their development at their own pace and to gain independence and positive self image.

We believe all children, families, staff, management and community members should be treated with respect, fairness and equity. Individual efforts and skills are recognised, valued and appreciated, creating a positive atmosphere in which children can develop unbiased attitudes, co-operation and consideration towards others, to continually enhance the environment in which they live. Differences, opinions and ideas of all are valued, heard and respected.



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We will encourage understanding of differences and similarities within Aboriginal/ Torres Strait Islander family groupings, traditions and customs. We believe in building positive relationships and partnerships with the local Indigenous community in respectful, appropriate ways.

Educators acknowledge the importance of integrating sustainability practises to help promote environmentally conscious children, centre and community. Children will learn life long practices in helping our planet to stay healthy for generations to come.

We will implement the use of The Early Years Learning Framework (EYLF) as it conveys the highest expectations for all children's learning from birth to five years and through the transition to schools. To achieve this we will strive to meet the learning outcomes set in the EYLF

- * Children have a strong sense of identity
- * Children are connected and contribute to their world
- * Children have a strong sense of wellbeing
- * Children are confident and involved learners
- * Children are effective communicators

Educators actively build strong partnerships with families in the ongoing care, nurture and education of their children. We value true collaboration through open communication, input of ideas sharing of information, experiences, supportiveness, opportunities to be involved, give feedback and a genuine sense of value and respect for all.

We believe in building relationships with the wider community as the knowledge and experiences will enrich the children's learning in meaningful ways. In this way we are continually building strong networks of support with professional agencies and community groups to be called on when needed.

Educators work in a collaborative way, sharing knowledge and expertise. We are committed in extending our skills, knowledge and abilities through critical reflection of ourselves and being involved in professional development.

Our commitment to high quality services ensures that all legal and administrative procedures are followed through appropriately, maintaining confidentiality and reflecting the 'Code of Ethics' at all times.

"The Cubbyhouse Preschool Where Your Child Will Feel At Home"

Reviewed and updated 2012, 2013 November, 2014 July, 2015 July, 2015 November