

1.1 Philosophy Statement



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011
- National Quality Standards
- 'My Time, Our Place' Framework for School Age Care

This Philosophy statement provides the foundation for all activities, policies and procedures of the Service. Wherever there is uncertainty as to the Service's policy or procedures on any issue, the Service uses these principles and philosophies to help resolve the issue. The written policies and procedures of the Service have been developed, and will be monitored and reviewed with these values in mind.

"Greenslopes SS Outside School Care Association is a family and community oriented service and is providing recreational and fun experiences for children. We welcome and include children of all gender, abilities, religious and cultural background. We aim to support children to understand themselves, and to develop positive images about their abilities, interest as well as a strong sense of wellbeing and social competence. We design and implement our program in a carefully planned play environment where children's progress is regularly recorded, reviewed and built upon".

The values which underpin Greenslopes OSCA provision of a quality service are:

- Children's physical, emotional and social needs are met in a safe, caring and supportive environment where the educators model the accepting, respectful, harmonious behaviour expected and encouraged from the children.
- The service reflects the philosophy of Greenslopes State School where the values of multiculturalism and the uniqueness of the individual and different cultures is celebrated.
- It also follows the same forms of behaviour management so the consequences of behaviour choices are consistent for the child.
- The best interests of the child are the paramount concern.
- The service provides care in a way that:
 - Nurtures secure, respectful and reciprocal relationships
 - Fosters independence, initiative and leadership skills
 - Protects the child from harm
 - Respects the child's dignity and privacy
 - Promotes the child's wellbeing
 - Provides experiences that aim to develop the child's skills needed for active participation as a citizen. (ie physical, emotional and social)
 - Is flexible and is based on the skills of children, staff families and community
 - Views the child as an active member of the community and included in the decision making process eg programming, guidelines etc

- Educators work in partnership with families, school and local communities and explore community activities
- Families are respected, communication is free and respectful, insight and perspectives about children is shared
- Children with additional needs are supported and provided with opportunities to learn from active participation and engagement in activities
- Recognizes the importance that children progress well when they parents, educators and the community hold high expectations for achievements and contribution to the society
- Decisions are made that promote inclusion and participation of all children
- Educators are developing their professional knowledge to find effective ways to offer children equal opportunities to experience sense of personal worth and achieve outcomes
- Different family practices, values and beliefs, child rearing practices and lifestyle choices, languages, traditions are recognized by educators so that they can better support children in their care
- Greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being is supported by educators
- Educators collaborate with children, families and community to build their professional knowledge and to become familiar of local knowledge shared by community members including Aboriginal and Torres Strait Islander Elders
- We will consider and implement, where appropriate, the principles of sustainability in the operation and maintenance of the facility and program development.

The service provides meaningful programs for preschool children, low primary as well as upper primary group, which incorporate elements of play with elements of daily real-life experiences.

Our service emphasise the importance of middle childhood and value of play to all age groups and that is reflected in our daily program

We recognise freedom of choice in experiences, balanced with age-appropriate programming and opportunity to support child-initiated planning.

1.2 Goals



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Greenslopes State School Outside School Care Association has a number of goals on which our service is based. These goals are based on the outcomes for children as outlined in the 'My Time, Our Place' Framework for School Age Care. Our goals are to encourage children to:

- **Have a strong sense of identity** – the service aims to teach children to demonstrate a capacity for self-regulation, negotiating and sharing behaviours by motivating and encouraging children to succeed when they are faced with challenges.
- **Be connected with and contribute to their world** – the service demonstrates awareness of connections, similarities and differences between people and how to react in positive ways by encouraging children to listen to others and to respect diverse perspectives.
- **Have a strong sense of wellbeing** – the service aims to teach children to show self-regulation and manage their emotions in ways that reflect the feeling and needs of others by showing care, understanding and respect for all children.
- **Be confident and involved learners** – the service aims to teach children to use reflective thinking to consider why things happen and what can be learnt from these experiences by encouraging children to communicate and make visible their ideas, theories, collaborate with children and model reasoning, predicting and reflecting processes and language.
- **Be effective communicators** – the service aims to teach children to convey and construct messages with purpose and confidence, including conflict resolution and following directions by modeling language and encouraging children to express themselves through language in a range of contexts and for a range of purposes including leading and following directions.

Goals for our children

Provide all children with a safe, secure and inclusive environment

Promote the value of fun play and recreational activities which meet the developmental needs and interests of all children

Encourage children to be responsible and show respect to others and their property

Help children enhance their life skills through appropriate programming and stimulating activities

Support children to experience a sense of belonging and development of self-esteem

Goals for our parents

Utilise and encourage the use of special skills, expertise and diversity of our families, community and educators .

Provide opportunities to parents and the community to get involved in running the service and decision making

Provide information to parents regarding the program and individual children's experiences

Communicate freely, respectfully and effectively to build the understanding about expectations

Goals for our educators

Provide a secure a stimulating environment for staff

Keep up to date with family values and to show genuine respect for the children and their families and value the richness of local knowledge shared by community members, including Aboriginal and Torres Strait Islander Elders.

Encourage and provide professional development for educators to enhance their skills, knowledge of OSCA.

Engage in reflective practices and ongoing learning by employing questions of philosophy, ethics and practice.

Date of Development	Date Ratified	Date of Review
26/01/2012	March 2012	February 2013 Adjustment to philosophy statement, sustainability
Review March 2014	February 2015	