

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 Standard

'My Time, Our Place': Framework for School Age Care in Australia

United Nations Convention on the Rights of the Child

The service's statement of philosophy provides the foundation for all activities, policies and procedures of the service. Wherever there is uncertainty about policy or procedures, the service will reflect on the principles captured in their philosophy statement 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 and principles in mind.

"Greenslopes State School 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".

Greenslopes SS Outside School Care believes that each child has the right to be an active member of the community in which they live, to express their opinions and to have their views considered in decisions that affect them.

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.

We believe the best interests of the children and their right to play, learn and develop in a safe and nurturing environment, is the primary consideration in all decision making at the service and is visible in the actions, interactions and daily work with the children.

We believe that children are active learners from birth and through rich, engaging environments and meaningful interactions, we can build a foundation for successful lifelong learning.

We acknowledge that parents and families are the child's primary educators and that respectful, collaborative relationships strengthen the capacity and efforts of families and OSHC services to support and promote each child's health and wellbeing.

We acknowledge the important role that schools' play in children's education, learning and development and seek to develop complementary and supportive relationships based on collaborative partnerships.

We acknowledge through all aspects of service delivery, the intrinsic worth and strengths of all children and their families, and their right to equitable access and participation in the community.

The service believes that children have the right to have their individual and cultural identity recognised and respected. We value Australia's Aboriginal and Torres Strait Islander cultures as a core part of the nation's history, present and future. We seek to embed Aboriginal and Torres Strait Islander perspectives in our day to day practice with children and families through our commitment to reconciliation.

We value ongoing learning and reflective practice as a way to inform and enrich the decisions made that continuously promote positive wellbeing, learning and developmental outcomes for children.

We value health as an important lifelong asset and encourage children to take some responsibility for their own health. We promote healthy eating and the enjoyment of healthy food and we develop activities that encourage children to move and strengthen their bodies. We prioritise the importance of mental and emotional health in children, families and the wider community.

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

We believe in promoting sustainable practices in everyday learning and encouraging children to develop a greater understanding of their natural environment and the significance of caring and protecting it for future generations.

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

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Modifications	Remove Appendix D and update Procedure statement				
Policy Reviewed	March 2014	Date Ratified	February 2015	Next Review Date	Feb 2016
Policy Reviewed	Oct 2017	Date Ratified	Aug 2019	Next review Date	March 2021
Policy Reviewed	Feb 2021	Date Ratified	March 2021		
Policy Reviewed	Oct 2021	Date Ratified	Nov 2021		

1.2 Goals



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

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 to become active members of the community

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.

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