

Policy Group 1: Our Service

Philosophy Statement

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.

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**
- **Ipswich Junior Grammar Outside School Hours Care (OSHC) philosophy reflects the core principles and practices of the My Time, Our Place Framework and the National Quality Standards.**

Belonging Being Becoming

The My Time, Our Place framework recognises that children learn best through play, experimentation and exploration. Children are seen as resourceful learners who are competent in constructing their knowledge of the world around them. Our educators endeavour to acknowledge and support children's interests and strengths to develop and facilitate their learning. A foundation of lifelong learning can be built by providing children with rich, engaging environments and meaningful interactions.

This can further be accomplished by understanding each individual child and listening to their interests to best incorporate it into the program. Incorporating a child's interests into the program will contribute to their sense of identity, making them feel part of the OSHC community.

Ipswich Junior Grammar School OSHC provides children with a variety of resources to engage their senses, curiosity and imagination. Children are given the time to grow, strive, reflect and experience at their own pace, as each child is unique. This can be achieved by providing a supportive, play-based curriculum with developmentally appropriate planned activities. These planned activities encourage independence, discovery and curiosity. Children learn best through a stimulating, creative indoor and outdoor environment. We provide a balance of both quiet and active play for the children to engage in, as we aim to ensure the children feel secure within a flexible and safe environment.

The Families

The Service acknowledges that family is central to a child and it is encouraged that families and staff work together to form strong partnerships to foster children's learning and development. We encourage conversation between staff and parents as it allows our educators to understand how the children behave and function in their home and school environment. This can assist in making

the transitions between the different environments easier for all parties. Families are welcome to share any aspect of their culture or home life with the Service which they feel may enhance the children's learning. Open communication will also contribute to establishing a stable and consistent environment for the children.

The Service believes that involving families is a key part in creating and maintaining a welcoming environment. Feedback is always taken on board by all the Service educators, and families are encouraged to have an input into the implementation of all programs and the development of Service policies and procedures.

Documentation of children's learning photographs and recounts of what the children participated in each day at the Service are also made available for families. The Service has an open door policy that allows the parents to enter the Service any time they wish during the day. Parents and guardians must however make their presence and identity known to staff upon entry into the Service. We believe this is essential since we aim for children and parents to trust that our Service is an environment in which they feel safe. By building these partnerships, families are reassured that their child is cared for in an environment that values and respects them as an individual.

Educators support and scaffold children's learning by providing meaningful experiences that involve their interests and culture. Through role modelling, guidance and positive reinforcement, educators are able to promote a child's independence and build their self-confidence. Presenting an inviting, inclusive and engaging environment to children ensures that educators are contributing to their sense of wellbeing. We strongly advocate for all children, no matter what their additional needs may be, to be included in the environment and activities in order to have the best chance to thrive.

The Community

The Service recognises the importance of children being aware of the wider 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 Islanders and all other cultures as a core part of the nation's history, present and future.

The Service endeavours to support children's health and wellbeing by connecting with people, Services and agencies within the community. We aim to build relationships with families and community members by inviting them to share skills, knowledge, experiences, culture or resources with the children attending the Service. This not only allows children to gain a greater understanding of the community in which they live, but also a greater understanding of being part of society.

The Educators

As early childhood professionals, our educators are expected to continue learning and developing their skills through reflective practice and ongoing professional development. The Service recognises each of our educators as individuals with diverse abilities, interests, skills, knowledge and experiences. We stipulate they must provide quality of care and act professionally at all times. Educators will work together to achieve common goals and be an active part of decision making within the Service. They are required to make informed professional judgements on children's learning using reflective practices and drawing on a variety of educational perspectives and theories. Our staff will be respectful of varied cultures and encouraged to teach the children about these cultures so they may also have an understanding and learn to be respectful.

Ipswich Junior Grammar School OSHC is committed to providing high quality care and education. We promote active community participation and developing authentic partnerships with the children and their families. Please feel free to make any suggestions and input that will improve our professional practices.

Goals

Ipswich Junior Grammar School Outside School Hours Care 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.

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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. The Service aims for children to become socially responsible and to show respect for the environment.

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. The Service endeavours to collaborate with children, discuss theories and model reasoning to predict and reflect on processes and language. The Service encourages children to make connections between learning experiences in different settings in order to achieve more meaningful learning.

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. The Service aims for children to exchange ideas, thoughts, questions and feelings and to use a range of tools, such as music, dance and drama to connect with others and express themselves in order to extend their learning.