

Policy Group 1
Philosophy Statement and
Goals

Service Philosophy and
Goals

1.1 Philosophy Statement

The Oakleigh Outside School Hours Care 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.



Relevant Laws and Other Provisions

- 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

Oakleigh Outside School Hours 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 values which underpin our service's provision of a quality service are:

- Provision of an environment that is safe and protects children from harm;
- Respect for children's dignity and privacy;
- Recognition of children's individual physical, emotional and social needs;
- Promotion and development of life skills;
- Support for positive and enjoyable experiences;
- Consideration of open discussion on all issues relevant to the service's operation;
- Encouragement of family, staff and community involvement via committee membership and general support;
- Recognition and respect for individual and cultural identity, and for Australia's Aboriginal and Torres Strait Islander cultures as a core part of the nation's past, present and future; and
- Decisions made continuously promote positive wellbeing, learning and developmental outcomes for children.

At Oakleigh Outside School Hours Care we aim to provide the highest quality of care and comfort for all children and families. Our team believes that we provide a safe, creative and stimulating educational environment, where children can develop and grow in the most enjoyable way. We believe that all children are unique individuals that deserve to further their knowledge and imagination through supported and respected interactions with educators and other children. Our team aims to create a positive connection between children, families,

educators and the community. We do this by accepting and supporting all equally and respectfully, and by being aware of the different cultures, languages and beliefs.

Our team of educators scaffold each individual child's learning by ensuring they themselves are regularly learning and updating their skills and qualifications for an OSHC setting. Children are able to question, observe and explore through a carefully developed program created by our educational leader in conjunction with our children, based around each child's interests and needs. We believe it is important for all team members to demonstrate positive attitudes and nurturing relationships with other educators, families and most importantly the children in our care. We feel an educator should be fair and understanding, and be able to confidently communicate positively with all others. All team members respect other opinions and accept ideas for change in order to demonstrate equality.

We believe it is our responsibility to provide awareness and help educate others about our environment. Our team aims to provide sustainable practices such as recycling and composting, in order to try and create a healthy and cleaner future for our children. We ensure our team demonstrate healthy eating and physical education to children and families. We aim to do this by following nutritional guidelines and providing healthy meals for the children as well as encouraging fun physical activities through play. We accept all feedback and welcome ideas, to ensure a healthy menu is provided.

We strongly believe that consistency and variability are both key to each child's development. Our pedagogical practices include observation of children through activities which enable us to interpret children's development and individual differences.

Our team at Oakleigh Outside School Hours Care feel happy and privileged to share the experiences and help contribute to the wellbeing and development of each child, alongside their families.

Date of Development	Date Ratified	Date of Review
November 2017	July 2018	July 2019

1.2 Goals



Relevant Laws and Other Provisions

- 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

Oakleigh Outside School Hours Care bases its operations, program and practice on the following goals that promote the learning outcomes for children as outlined in the 'My Time, Our Place' Framework for School Age Care in Australia. Our goals are to encourage children to:

- **Have a strong sense of identity** – The service aims for each child to feel safe, secure and supported, to develop their capacity for self-regulation, to succeed when they are faced with challenges, to respect others and to experience a strong sense of self-worth and belonging;
- **Be connected with and contribute to their world** – The service aims to demonstrate awareness of connections, similarities and differences between people and to respond in positive ways by encouraging children to express their opinions, listen to others and to respect diverse perspectives. The service also aims to develop children's connection to the environment and sustainable living practices;
- **Have a strong sense of wellbeing** – The service aims to support children to develop self-regulation, to manage their emotions in ways that show care, understanding and respect for the feelings and needs of others, and to take increasing responsibility for their own health and physical wellbeing;
- **Be confident and involved learners** – The service aims to support children to use reflective thinking to consider why things happen and what can be learnt from experiences, to communicate and make visible their ideas and theories, to collaborate with others, and to model reasoning, predicting and problem solving; and
- **Be effective communicators** – The service aims to develop children's ability to convey and construct messages with purpose and confidence, resolve conflicts and follow directions by modeling, and encouraging children to express themselves effectively in a range of contexts and for a range of purposes.

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