

Our Lady of Hope Greenwith Campus Outside School Hours Care



POLICY DOCUMENT

<h2>PHILOSOPHY</h2>

PHILOSOPHY

BACKGROUND

A written statement of philosophy outlines the principles under which the service operates. This philosophy reflects the principles and the National Law and the Framework for School Age Care. It underpins the decisions, policies and daily practices of the Approved Provider, nominated supervisor, educators and staff members and assists in planning, implementing and evaluating quality experiences for children.

It reflects a shared understanding of the role of the service with children, families and the community and agreed values and principles of the school/site, Approved Provider, advisory committee, educators, children and families.

POLICY STATEMENT

Our Lady of Hope Greenwith Campus outside School Hours Care policies, procedures and practises are guided by our philosophy. Our philosophy is a shared vision by all stakeholders and will be reviewed annually.

RELATIONSHIP

Regulations	National Quality Standard	Other policies/Service documentation	Other legislation/ Guidelines
55–56	7	All service policies and procedures should reflect the service's philosophy and statement of principles	MyTime, Our Place

'We recognise (that) Kurna people are the landowners and custodians of the Adelaide Plains'

VISION

To collaborate with families and provide opportunities for children to develop through engaging, differentiated and open-ended learning experiences.

MISSION

Together we grow through meaningful interactions

ORGANISATIONAL VALUES

- Respect
- Confidentiality
- Collaboration and professionalism
- Ongoing learning and reflective practices
- Open Communication
- Inclusive and reflective practices

PHILOSOPHY

WE BELIEVE THAT CHILDREN SHOULD:

- Feel safe, supported and respected
- Be acknowledged for their unique identity
- Have their developmental cultural, spiritual and personal interests recognised and developed
- Feel that their sense of well-being is nurtured
- Build and maintain positive relationships
- Take control of their own learning journey

THIS IS ACHIEVED BY THE PROVISION OF AN APPROPRIATE ENVIRONMENT THAT IS:

- Fun
- Nurturing
- Child-oriented
- Collaborative
- Facilitative of life-long learning through play-based experiences
- Culturally sensitive

EDUCATORS WILL:

- Be positive role models
- Provide an atmosphere that is welcoming and friendly
- Provide structured and unstructured learning
- Provide an aesthetically pleasing and supportive physical environment
- Encourage all stakeholders to be part of the decision-making and planning process
- Build and maintain secure, respectful and confidential relationships with families and the local community
- Capture the child's voice
- Work within the guidelines of our Protective Practices 2017

RESOURCES/REFERENCES

- Education and Care National Law 2010 at www.legislation.vic.gov.au (go to Victorian Statute Book and then to 2010)
- Guide to the National Law and Regulations 2011 at www.acecqua.gov.au (go to publications)
- My Time, Our Place, Framework for School Age Care in Australia at www.acecqua.gov.au (go to publications)
- Education and Care Services National Regulations 2011 at www.acecqua.gov.au (go to publications)
- Guide to National Quality Standard at www.acecqua.gov.au (go to publications)
- Developing a Service Philosophy, National Childcare Accreditation Council, Fact Sheet Number 9 at www.acecqua.gov.au (go to NCAC Archive)
- Developing a Statement of Philosophy, Department for Education and Child Development at www.earlyyears.sa.edu.au/a8_publish/modules/publish/content.asp
- Kennedy A & Stonehouse A (2004) Shared visions for Outside School Hours Care. Nunawading, Victoria, Department of Human Services Victoria
- CESA Guidelines <http://online.cesanet.adl.catholic.edu.au/docushare/dsweb/HomePage>
- Protective Practices 2017

(Chairperson)

(Date)

(Principal)

(Date)