

PHILOSOPHY

POLICY DOCUMENT



Our Lady of Hope Greenwith Campus Outside School Hours Care

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 practices are guided by our philosophy. Our philosophy is a shared vision by all stakeholders and will be reviewed annually.

RELATIONSHIP

Regulations	National Quality Standard	7	All service policies and procedures should reflect the services philosophy and statement of principles
Guidelines/Other legislation/	Other policies/Service documentation		My Time, Our Place

'We recognise (that) Kaurua 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.

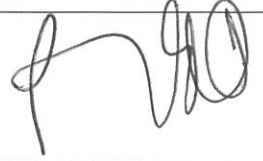
MISSION

Together we grow through meaningful interactions.

ORGANISATIONAL VALUES

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

(Chairperson)



(Date)

21 March 24

- Education and Care Services Act National Law 2010 at <https://www.acecqa.gov.au/> (go to publications)
- Guide to the Education and Care Services National Law and The Education and Care Services National Regulations 2011 at <https://www.acecqa.gov.au/> (go to publications)
- Education and Early Childhood Services (Registration and Standards Act 2011) at <https://www.acecqa.gov.au/> (go to publications)
- My Time, Our Place, Framework for School Age Care in Australia at <https://www.acecqa.gov.au/> (go to publications)
- Guide to National Quality Standard at <https://www.acecqa.gov.au/> (go to publications)
- Reviewing your Service Philosophy at www.acecqa.gov.au/sites/default/files/2018-10/QA7_ReviewingYourServicePhilosophy.pdf
- Kennedy A & Stonehouse A (2004) Shared visions for Outside School Hours Care. Nunawading, Victoria, Department of Human Services Victoria
- CESA Guidelines <https://www.cesa.catholic.edu.au/files/f/4405/CESA%20Reporting+Guidelines.pdf>
- Protective Practices 2019

RESOURCES/REFERENCES

- Be positive role models
- Provide an atmosphere that is welcoming, friendly and calm
- 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 2019

EDUCATORS WILL:

- Promoting opportunity for positive social and emotional interactions
- Nurturing
- Child-oriented
- Collaborative
- Facilitative of life-long learning through play-based experiences
- Culturally sensitive

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

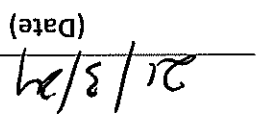
- Feel safe, supported and respected
- Be acknowledged for their unique identity
- Have their developmental, cultural, spiritual, and personal interests recognised and embraced
- Feel that their sense of well-being is nurtured
- Build and maintain positive relationships
- Take control of their own learning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

WE BELIEVE THAT CHILDREN SHOULD:

PHILOSOPHY



(Principal)



(Date)