

Policy Group 1: Service Philosophy and Goals

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.

Coomera Rivers State School 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.

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.

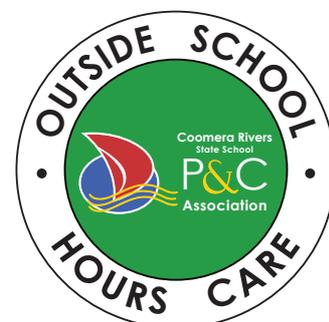
We acknowledge that parents and families are the child's primary educators and that respectful, collaborative relationships strengthen the capacity and efforts of families and OSHC services to support and promote each child's health and wellbeing.

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.



Policy Group 1: Service Philosophy and Goals

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

Coomera Rivers 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 demonstrates 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;

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.

