

A-3 Philosophy

NQS

QA. 4.2.1	Professional collaboration.
QA. 4.2.2	Professional standards.
QA. 5.1.2	Dignity and rights of the child.
QA. 5.2.1	Collaborative learning.
QA. 6.1.2	Parents views are respected.
QA. 6.1.3	Families are supported.
QA. 6.2.3	Community engagement.
QA.7.1.1	Service philosophy and purpose.
QA. 7.2.1	Continuous improvement.
QA. 7.2.2	Educational leadership.
QA. 7.2.3	Development of professionals.

National Regulations

Reg. 55(c)	Quality Improvement Plans,
Reg. 170	Policies and Procedures to be followed

Policy Statement

Concord OSHC is dedicated to the safety, well-being and development of all children attending the service. The Philosophy will be the core values by which the educators, Management and children will work towards at the Centre. The Philosophy will be reviewed annually by all stakeholders to ensure its relevance to the community.

Related Policies

- CONCORD OSHC Policy A – 12: Policy Development and Review
- CONCORD OSHC Policy A – 15: Role of the Management Committee
- CONCORD OSHC Policy A – 18: NQF
- CONCORD OSHC Policy E – 2: Written programs

Procedure

The Centre Philosophy is an expression of the purpose, values and beliefs of the service. It states what the service aims to provide for the children and parents / guardians in the community. It is the foundation on which to build Centre goals, policies and procedures and will direct the focus of everything that happens in the Centre. The Centre Philosophy will be an important part of ongoing

learning and reflective practice and will inform the centre setup of the Indoor and Outdoor Environments and daily routines (My Time, Our Place).

The Centre Philosophy will be reviewed annually as the centre undergoes review of the Quality Improvement Plan. The development and/or review of the Centre Philosophy requires input from key stakeholders including Educators and Management.

The Philosophy will be used to inform the development of the Quality Improvement Program in line with Regulation 55.

CONCORD OSHC PHILOSOPHY

At COOSH, we believe that every child can reach their full potential in a caring, safe, positive environment. We recognise the importance of social interactions for a child's evolution of self-identity and sense of belonging. As a result, we aim to stimulate learning across different formats, helping children make sense of their social competencies by encouraging engagement in meaningful play.

We acknowledge the paramount influences parents and families have on a child's growth and development particularly across middle childhood. We therefore encourage and welcome parents and families to become actively involved in and participate in their child's out of hours school experience. We hope to assist with the involvement by providing effective communication to families. At COOSH, we appreciate the diversity of the school community and the positive influence it has on all children's development; therefore, we are committed to ensuring that the unique values and beliefs of each child and family are recognised and respected by all individuals at COOSH.

Our team of qualified and passionate educators each utilise their unique skills, knowledge, and abilities to plan and implement programs that provide appropriate play and leisure opportunities that are meaningful to children in supporting their wellbeing, development and learning whilst also ensuring a high level of duty of care is provided for all of the children at all times. Our educators encourage and recognise the importance of being placed on collaborative play whilst retaining each child's independence

Sources

- National Quality Framework
- Education and Care Services National Regulations (2011)
- 'My Time, Our Place'- Framework for School Age Care in Australia – V2.0
- United Nations Convention of the Rights of the Child
- Children and Young Persons (Care and Protection) Act (1998)
- Early Childhood Australia's Code of Ethics

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