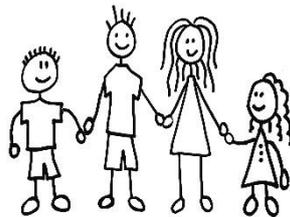


Carlingford West O.O.S.H. Centre Incorporated



Philosophy and Aims

Our Philosophy is guided by 'Being, Belonging, Becoming: The Framework for School Age Care in Australia' and the National Quality Framework.

We meet our Philosophy and aims by following Carlingford West OOSH Policies and Procedures.

In Relation to Children

We acknowledge that all children are unique individuals with their own needs, interests and strengths. All children are given equal opportunities regardless of their gender, culture and socio-economic background.

We acknowledge that children's voices are the most important part of our programs.

Children learn best through play and educators will support development by providing experiences that are meaningful to the children and, most importantly, reflect their interests. The child's knowledge is valued and can be used as a tool for enhancing the knowledge of others.

Learning is promoted through experimentation, investigation, risk taking and role play. Within a comfortable, relaxed, home like environment, Educators will follow children's interests and create a fun sense of learning by providing open ended individual and group activities as well as, but not limited to, creative and challenging experiences.

Children develop and learn at their own pace; therefore educators will ensure their expectations of children's development are specific to each child and their experiences.

A positive self-concept, high self-esteem and social competence are the basis for learning. Educators will ensure children are given meaningful praise for efforts, success and positive behaviour and will be supported to build positive relationships with their peers.

We endeavour to foster and build positive relationships with the children and will engage in positive interactions.

Educator's will support each child's background within the environment, using experiences across all learning outcomes; Children have a strong sense of identity, Children are connected and contribute to their world, Children have a strong sense of wellbeing, Children are active and involved learners, Children are efficient communicators.

We are committed to inclusive and equitable practices and will support the inclusion of children with additional needs, working in conjunction with the family and other support services and agencies. Educators will support each child's emotional development through the Principles of "Belonging, Being and Becoming" and its practices.

In Relation to Families and Community

We acknowledge families are the most important people in their child's life and have valuable information to share with us. We will make parents feel welcome and encourage them to become involved at the centre in whatever way they feel comfortable.

Individual families have their own parenting and childcare practices, which educators will acknowledge and respect.

We recognise that families are active members of the larger community. We aim to establish and further develop our collaborative partnerships with both families and the community.

We encourage feedback, suggestions and opinions regarding the centre's procedures, policies and the general running of the centre.

Families need to feel secure in knowing that their child is cared for in a nurturing environment.

Families have the right to confidentiality and respect for privacy.

Families have the right to access affordable, high quality care and education.

We recognise the traditional owners of the land, the Darug People. For around 60,000 years the area of Parramatta has been occupied by the Burramattagal people, a clan of the Darug who lived along the upper reaches of the Parramatta River.

In Relation to Educators

We recognise and respect that every educator is an individual with diverse needs, interests, skills, knowledge and experience. We support educator's personal philosophy regarding childhood and education of children.

Educators will work as a team by motivating and supporting each other.

Educators will help to build an atmosphere of trust and respect through open communications, respecting different points of view and maintaining confidentiality.

Educators will abide by the centre's Policies and Procedures, the Centre's Code of Ethics, UN Conventions of the Rights of the Child and the National Quality Areas (NQF).

We recognise that as Educators we are all role models, firstly for the children but also for other educators. We acknowledge that it is our responsibility to welcome, assist and encourage new staff members in a positive manner.

Nominated and Certified Supervisors will endeavour to display leadership qualities at all times.

In Relation to the Program

The program encourages children to make choices and have control of their own learning through individual interests and their 'voices' being acknowledged. Short and long term projects are added to and changed according to the children's needs and interests.

The program provides opportunities for indoor / outdoor play that promotes child initiated small group experiences and fosters nurturing and sibling relationships.

The program is based on the National Quality Framework where the children's needs and interests are the focus and educators work within these interests to assist with the child's development. These practices are complemented by educators' 'Provocations' via intentional teaching.

The program provides opportunity for the children to participate in spontaneous activities. These are recorded on the program and evaluated.

The program reflects the learning outcomes from the “My Time, Our Place” framework.

We believe that the role of educators within the centre is to be facilitators that guide and encourage children’s learning at the child’s own pace.

We acknowledge and support the process of children’s play rather than focussing on a final product.

The program will be accessible and clear for families to read, comment on and offer feedback and suggestions.

All educators will be given opportunity to have input into the program with ideas and suggestions.

In Relation to Health and Nutrition

Educator’s will promote and implement healthy hygiene practices in the daily routines. Educator’s will model healthy hygiene practices as well as remind children to carry out the same practices.

Healthy eating will be promoted. We will endeavour to provide a variety of nutritious meals for the children. Children who have allergies will be considered and catered for, according to their needs.

In Relation to the Environment

We recognise the importance of providing a safe, secure and consistent environment that supports trust and familiarity as well as active exploration of learning.

We believe that environmental sustainability is our responsibility and we endeavour to become active advocates of ‘Going Green’.

We acknowledge the Traditional owners and custodians of this **land**, the Darug tribe.

We recognise that we are part of the world community as well as our local community. And is our role to support children to become environmentally responsible and contribute to a sustainable future.

Aims and Objectives

- To provide a stimulating and inclusive centre program in order to help children successfully transition to school.
- To provide a positive, active and progressive service for children as an integral part of the community.
- To create continuity of learning through consistent reflection of children’s learning, educators’ practices and community expectations.
- To support children’s learning through Play, understanding Respect and Responsibilities and the importance of Relationships and Partnerships.
- To promote Children’s Strong Sense of Identity, Connection and Contribution to their World, Strong Sense of Wellbeing, Confidence and Involved Learners, Efficient Communicators.
- To provide both group and individual experiences for all children that is emergent, spontaneous and/or intentional teaching.
- To encourage a sense of security for the children in our care by providing consistent, warm, caring, experienced and qualified educators.
- To promote an environment that welcomes, respects and caters for all families. To acknowledge the diversity of all cultural backgrounds within the service.
- To promote an environment that welcomes and caters for children with disabilities and additional needs.
- To promote the reduction of our carbon footprint through active discussions and implementations of feasible strategies.
- To educate children about respect for the natural and constructed environments, animals, plants and relevant Legislation and Key Resources.
- To help children become socially responsible and show respect for their environment.