

PAYNE ROAD OSHC PHILOSOPHY

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 encourage play which encompasses children's behaviour to be freely chosen, personally directed and intrinsically motivated. We understand this type of play is performed for no external goal or reward, though is a fundamental and integral part of healthy development - not only for individual children, but also for the society in which they live. We rely on the research that tells us the uncertainty and the challenge of much of children's play is a very large part of its appeal to them but also that it enhances the development of their brains, making them more adaptable and resilient as they grow.

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.

We believe in the importance of community ownership as it brings families into governance of the service. This ensures a collaborative approach when actively making decisions for the children attending the service.

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 reflexive practice as a way to inform and enrich the decisions made that continuously promote positive wellbeing, learning and developmental outcomes for children.