



## Out of Hours School Care Children's Interactions Policy

### Policy Statement

The elements of 'My Time, Our Place' Framework underpin the philosophy, approach, and practice of the OHSC educators in their everyday interactions with children and families. Our educators collaborate with children to provide play and leisure opportunities that are meaningful to children and support their wellbeing, learning and development.

Children in OHSC care have choice and control over their learning as they collaborate with educators to extend their life skills and develop dispositions towards citizenship.

### Procedures and Practices

These five Principles underpin practice that is focused on collaborating with all children in their play, leisure and learning.

- 1. Secure, respectful and reciprocal relationships** - between children; between children and adults; and amongst adults provide the foundation upon which the community in school age care settings is established. When children feel safe, secure, respected and given appropriate responsibility they feel like valued members of the school age care community.
- 2. Partnerships** - Children feel positive when there are strong links between home and OHSC and outcomes are most likely to be achieved when educators work in partnership with families. Educators recognise that families are children's first and most influential teachers. OHSC creates a welcoming environment where all children and families are respected and actively encouraged to collaborate with educators about program decisions in order to ensure that experiences are meaningful.
- 3. High expectations and equity** - School age care educators who are committed to equity believe in all children's capacities to access opportunities and succeed, regardless of diverse circumstances and abilities. They nurture children's optimism, happiness and sense of fun. Children progress well when they, their parents, educators and the community hold high expectations for achievements and contribution to the society.
- 4. Respect for diversity** - Being aware of and understanding diversity in school age care means taking into account the context of different family practices, values and beliefs. Educators endeavour to understand the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families so they can better support children in their care. They value children's different capacities and abilities.
- 5. Ongoing learning and reflective practices** - Educators continually seek ways to build their professional knowledge and develop learning communities. They collaborate with children, families and community, and value the continuity and richness of local knowledge shared by community members, including Aboriginal and Torres Strait Islander Elders.

## **Practices**

The principles of school age care pedagogy underpin practice. Educators draw on a rich repertoire of pedagogical practices to promote children's learning by:

- adopting holistic approaches
- collaborating with children
- planning and implementing play and leisure activities
- acting with intentionality
- creating physical and social school age care environments that have a positive impact on children's development, wellbeing and community-building
- valuing the cultural and social contexts of children and their families
- providing for continuity in experiences and enabling children to have successful transition
- using reflection and documentation about children's wellbeing and learning to inform and evaluate programs and to support children in achieving outcomes.

## **Outcomes**

The five Outcomes are designed to capture the integrated and complex wellbeing, development and learning of all children. The outcomes are:

1. Children have a strong sense of identity (Identity)
2. Children are connected with and contribute to their world (Community)
3. Children have a strong sense of wellbeing (Wellbeing)
4. Children are confident and involved learners (Learning)
5. Children are effective communicators (Communication)

Out of School Hours Educators are to provide a creative, responsive and inclusive environment that meets the need of all children who attend. Educators are to ensure children feel safe and comfortable when attending the program.

## **Sources**

- Guide to the Education and Care Services National Law and the Education and Care Services Regulations 2011. Sourced March 2014.
- My Time, Our Place- Framework for School Aged Care in Australia
- Early Childhood Australia Code of Ethics

### **Date Reviewed:**

28<sup>th</sup> April 2014

24<sup>th</sup> November 2015

### **Next review date:**

November 2018