



Service Statement of Philosophy

1. The rights of the child are paramount.

The best interests of the child are of paramount concern and IOSHC endeavours to provide care that respects the child's dignity and privacy and that considers children as unique, valued individuals. Children are to be considered and, as much as possible, involved in the ongoing development of the program, rules of behaviour and the physical aesthetic environment of IOSHC.

IOSHC encourages all educators to build positive relationships with children that make them feel safe and supported. IOSHC encourages interactions with children to be authentic and responsive and be based on fairness, equity, acceptance, empathy and respect for the child's culture, rights, and community. The rights of the child will be paramount when interacting and building relationships.

2. Children are successful, competent, and capable learners.

We strive to provide positive experiences through quality programming for all children in our care, regardless of cultural identity, beliefs, or physical and cognitive abilities. Our service recognises that school age care provides opportunities for the development of life and social skills and age- appropriate experiences.

Educators are skilled in supporting children to express their ideas, collaborate and ensure a strong sense of well-being through a range of media, communications, and technologies. Educators consistently seek to build and reflect on their own professional knowledge.

3. Equity, inclusion, and diversity

IOSHC supports, respects, and actively promotes principles of diversity and equity. These principles are seen as integral to embedding culture within the service's day to day program for children. Educators, children, and families are encouraged to share relevant aspects of their culture thus enabling the service to make informed and appropriate responses to the multiple ways of being and belonging.

4. The roll of parents and families is respected and supported.

Parents and families are recognised as the child's primary nurturers and teachers. They have both a right and responsibility to be involved in decision making affecting their child.

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Respectful, collaborative relationships strengthen the capacity and efforts of parents and families and of Early Childhood Education and Outside School Age Care services to support their children and promote each child's learning and wellbeing.

5. High expectations for children, educators, and service providers

Educators will promote each child's sense of belonging, connectedness, and wellbeing while at IOSHC through genuine positive, warm and nurturing interactions. Educators will have high expectations for each child, valuing their individual capacity to achieve and ensuring they experience pride in their achievements.

6. Commitment to Sustainability

IOSHC is committed to ensuring that the policies and procedures developed as part of the program, minimize environmental impact, and provide children with experiences of the natural world, helping them to understand their place in it and to take responsible action to preserve it. The service is also committed to establishing sound environmental practices relating to all operational aspects of the service.

7. Supporting children's Health and wellbeing

IOSHC recognizes and acknowledges that children, their wellbeing, health, and safety are the main focus. Children are to be treated by educators and other staff members as unique and valued individuals and with respect and dignity.

IOSHC acknowledges and supports children feeling valued, successful, and accepted within our IOSHC community.

Children develop a sense of belonging when they feel accepted and are supported to create meaningful relationships with their peers and educators.

Positive relationships allow children to develop confidence, to try new experiences, express themselves, seek assistance, work through differences, and take risks.

The development of positive relationships supports the establishment of their identity and who they are, what influence they have in their social circles, how their actions affect relationships (i.e. respect, diversity and opinions) cope with frustrations and celebrate successes and triumphs amongst themselves, their peers and educators.

IOSHC environments reflect physical wellbeing of children as well as the need for rest and relaxation. IOSHC programs allow for both an equal balance of physical activities and activities which promote calmness, creativity, and relaxation.

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