

# Service Statement of Philosophy

<http://apollo.hutchins.tas.edu.au/community/asc/Policies%20and%20Procedures/CSP-100%20Children%27s%20Services%20Philosophy.pdf>

Key Legislation	National Quality Standard for Early Childhood Education and Care and School Age Care (all-inclusive)
Commencement Date	1/6/2011
Last Review Date	09/2016

**This philosophy reflects the Services' goals, which are:**

- To promote the development of children throughout early childhood, according to The Hutchins School's Guiding Statements;
- To recognise, promote and value the role of play in early childhood education;
- To provide a caring environment in which children, staff and parents can feel safe, secure and self-assured; and
- To foster and support the developmental, intellectual, social and emotional needs of the children in care at The Hutchins School.

## Our Philosophy

The Hutchins School's Children's Services aim to create a safe learning environment in which the individuality, diversity, growth and uniqueness of children is actively encouraged and celebrated. We seek to stimulate and support the development of children through definitive links to The Hutchins School Curriculum, in a flexible, natural, secure and positive environment that reflects upon and draws from The Early Years Learning Framework.

We seek to provide an environment in which children truly feel that they belong; encouraging and creating relationships with staff, with one another, and with the world around us, and recognise that strong, positive relationships are vital in the establishment of a space that children feel free to grow and learn, not only in safety and security, but through inspired learning experiences that spark investigation and exploration.

All of our Services are built upon the foundation of learning through play. The programs that are implemented in Kindergarten and OSHC are designed not only to be fun, but to provide interesting, diverse and challenging experiences that encourage children to be who they are, to learn more about themselves, and to develop self-esteem, independence and confidence through play and become a valuable member of the Hutchins School community. These programs are designed to be flexible and reflexive, responding to the needs and interests of the children in our care, while also recognising the challenges and opportunities that come at such a vital stage in early childhood development. Our Kindergarten features a structured yet dynamic curriculum created around The Hutchins School Guiding Statements, the Early Years Learning Framework, *Belonging, Being and Becoming* and *My Time, Our Place*. Children are actively involved in the program planning process, either through direct initiation of activities, through staff-guided experiences, or through provocations designed to stimulate inspired thinking, problem-solving and creativity. We also provide a wide range of free play activities designed to allow children to be who they are; whether that means exploring their own creativity, finding positive expression for their energy, or simply engaging with one another in a broader social context.

Our professional, experienced staff work hard to provide a program and environment that allows children to engage with both natural and manmade environments that are diverse, fun and challenging, understanding the value of play in the role of early childhood development, while developing sustainable practices and reflecting on the impact we have on our environment. We encourage the children in our care to explore, develop, socialise and learn, and to become the very best people they can be.

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For additional links, references and accompanying legislation, please refer to the full document at the link below:

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