



The Hutchins School: Children's Services Centre Philosophy: OSHC and Kindergarten

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	9/9/2016

1. Purpose

The purpose of this policy is to define the philosophy that informs the operations of the Hutchins School's Children's Services (Kindergarten and OSHC), in all settings.

2. Scope

This policy applies to The Hutchins School: Children's Services.

3. Objectives

This philosophy reflects the Services' goals, which are:

- To recognise, promote and value the role of play in early childhood, through both free choice, and in curriculum;
- 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.

4. Definitions

The Hutchins School: Children's Services A term used to denote The Hutchins School: Outside School Hours Care & Kindergarten (collectively).

OSHC The Hutchins School: Outside School Hours Care

Kindergarten The Hutchins School: Kindergarten (including Pre-Kinder)

5. Policy Information

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 constructive play and definitive links to The Hutchins School Curriculum, in a flexible, natural, secure and positive environment as described in the five outcomes of 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



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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 curriculum created around The Hutchins School objectives and 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, socialize and learn, and to become the very best people they can be.

6. Supporting Procedures / Guidelines

This philosophy is universal; it supports and underpins all other policies. In a more practical sense, it also informs and ties in with the practices and procedures of all children, staff, parents and stakeholders in the Hutchins School Kindergarten and OSHC.

7. Legislative Documentation and Standards

National Quality Standard for Early Childhood Education and Care and School Aged Care, Canberra, ACT, 2009.

Belonging, Being and Becoming: The Early Years Learning Framework, Canberra, ACT, 2009.

My Time, Our Place: The Framework for School Age Care in Australia.

Education and Care Services National Law Act 2010.

Education and Care Services National Regulations 2011: Regulation 99; 168, 168(2)(h).



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8. Referenced External Documentation

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Brownson, R., Eyster, A, Haire-Joshu, D., Lohman, D, and Nanney, M, "Correlates of After-School activity preference in children aged 5-12: The Parade Study". American Journal of Health Education. Reston: Mar/Apr 2006. Vol. 37, Iss. 2; p. 69-78

Department of Education (Tasmania), *Tasmanian Licensing Standards for Centre-Based Care (Class 1 and 2)*: Standards 15 & 16. Tasmania, June 2009.

Outside School Hours Care Quality Assurance (OSHCQA) Quality Practices Guide (2003): Quality Areas: 1-5 & 8. *Quality Improvement and Accreditation System (QIAS) Quality Practices Guide (2005)*: Quality Areas 1-4 & 7.

Council of Australian Governments, *National Quality Standard for Early Childhood Education and Care and School Aged Care*, Canberra, ACT, 2009.

Department of Education, Employment and Workplace Relations (for the Council of Australian Governments), *Belonging, Being and Becoming: The Early Years Learning Framework*, Canberra, ACT, 2009.

Gage, H. "The effects of the presence of friends in school-age care on the quality of middle childhood friendships and overall satisfaction with after school programs". The Canadian Journal of Research in Early Childhood Education, Mar. 1999. Vol. 7, Iss. 3; p. 297-301

Faulkner, J. *Developing a Service Philosophy*. National Child Care Accreditation Council Inc., NSW: 2005.

Hofferth, S. and Curtin, C. "Leisure Time Activities in Middle Childhood". Department of Family Studies, University of Maryland. July 2003.

Jones, R.B, "Play is for All of Us". *Childhood Education, Career and Technical Education Journal*, 2005.

Milikan, J. "Reflections". Pademelon Press, Castle Hill, 2003

Edwards, Gandini and Forman, "The Hundred Languages of Children". ERIC Clearinghouse, Washington DC, 1998

Vecchi, V. "Art and Creativity in Reggio Emilia". Taylor & Francis, 2010



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9. Record Keeping

This policy is to be kept for three (3) years until review, unless there is a significant legislative or organisational change requiring earlier review.

The master copy is kept on Sharepoint (Policies) and is read-only in PDF form. All printed copies are uncontrolled.

10. Policy Owner

The Hutchins School Headmaster

11. Policy Review Details

<i>Date</i>	<i>Changes made under review</i>
2/4/2014	Philosophy placed in 2014 template. No textual changes.
23/02/2016	Minor textual revisions to point 5.
9/9/2016	Review with Kindergarten Educators. Minor changes made for consistency in policy and practice.