



TEAMKIDS PHILOSOPHY



TeamKids is committed to ensuring that primary school-aged children are cared for in a welcoming, stimulating, safe environment that is sensitive to cultural diversity and inclusive of all families.

The practices and procedures of our services have been developed in consultation with educators, management, children and families, to support the learning, growth and development of all children in our care. We are guided by the Framework for School Age Care (My Time, Our Place) in developing a program that facilitates the achievement of significant learning outcomes for all children.

We believe that each child has unique interests, strengths and abilities. We understand that children are capable and active contributors to their own learning. Our programs, with flexible indoor and outdoor experiences, help support and foster the different needs of children. We aim to develop secure, respectful relationships with children and their families, to encourage a sense of belonging in our service. We also encourage children to develop positive peer relationships that foster their sense of wellbeing at the service.

TeamKids also acknowledges the diversity within its team of educators and supports their professional development and training, knowing that this investment will ultimately positively impact the children in their care.

The following goals implement this philosophy:

- To provide a program of the highest possible quality and accessible to all children and their families in our community. TeamKids values the unique qualities of each family and aims to celebrate their diversity in the program. The program seeks to incorporate the needs of children of all ages, stages of development, genders, backgrounds and abilities.
- To work in partnership with families, children, other educators, management, local schools, and community members to encourage their involvement in the development of our programs, ensuring they are relevant and responsive to community needs.
- To provide a program that offers a variety of age-appropriate and flexible experiences to support and enhance each child's opportunity for growth and development. Our programs promote a play centred approach and recognise the importance of learning through play.
- To plan and facilitate different experiences that promote independence, individuality, creativity, self-esteem and confidence in each child. Educators also acknowledge the importance of self-directed play and each child's contribution to their own program experience.
- To provide resources, equipment and play spaces that children can adapt to offer opportunities to explore, learn, communicate and grow.
- To set limits and appropriate guidelines at each program so that all children can feel safe, respected and valued, whilst acknowledging that setting boundaries encourages children to develop respectful, reciprocal relationships with others.
- To provide a program where respect for our environment and others is paramount. To encourage children to value the world they live in, consider sustainability practices, and make informed choices about their health and wellbeing.

- To provide educators with resources and professional development opportunities regarding middle childhood development, health and safety, including best practices, to assist them in supporting the continuous improvement of the programs through thoughtful planning, reflective practice and evaluation.
- To implement My Time, Our Place – the Australian Government framework for school-aged care. Through this framework, we build on the children’s interests, skills, and backgrounds as individuals and as part of a group. This framework encourages intentional teaching, with the provision of various experiences that meet the learning and developmental needs of children in this age group.
- To comply with the Education and Care Services National Regulations, National Law and the National Quality Standards to ensure a holistic approach to service planning, provision and reflection.
- To be guided by the ethical responsibilities associated with the ECA Code of Ethics and the UN Rights of the Child.