

OSHC Professional Standards

Fostering secure, respectful and reciprocal relationships.

We will do this by...

- Creating a welcoming environment in our service.
- Nurturing children's optimism, happiness and sense of fun
- Respecting the wide diversity in the family structures of children who attend the service and being inclusive of all family types.
- Recognizing the role of families as the first and most influential educators of children.
- Respecting children and their families' right to privacy and confidentiality.
- Maintaining a professional attitude and relationship with children and their families
- Considering situations from each child and family's perspective.
- Respecting the decisions of families in respect of their child.
- Providing the correct information in a professional, supportive and friendly manner.
- Being honest and supportive in our communication with others.
- Collaborating with children and families about service decisions to ensure experiences are meaningful.
- Promoting the service as an important resource for the local community.
- Encouraging positive communications and liaison with other groups within the community.



Ongoing learning & reflective practice.

We will do this by...

- Working collaboratively with colleagues, families and stakeholders in an ongoing cycle through which current practices are examined, outcomes reviewed and new ideas generated.
- Seeking ways to build on our own professional knowledge through engaging in professional development and reading.
- Examining what happens in our service and reflecting on what can be improved based on evaluation and feedback from families and stakeholders.
- Reflecting and integrating the service philosophy into daily practice and relationships.
- Reflecting critically on and accepting responsibly for implementation of service policies and procedures.
- Maintaining knowledge of current regulations and implications for practice on service provision.

Maintaining high expectations and a commitment to equity.

We will do this by...

- Recognizing and responding to barriers to children achieving a positive self-identity.
- Challenging practices that contribute to inequities.
- Continually striving to find equitable and effective ways to ensure all children have opportunities to experience a sense of personal worth and achieve outcomes.
- Supporting the development and implementation of laws, regulation and policies that promote the wellbeing of school age children and their families.
- Acting in the community in ways that enhance the standing of the school age care profession.
- Advocating for school age children and Outside School Hours Care.



Respecting diversity.

We will do this by...

- Respecting the diversity of families, educators and communities.
- Upholding the rights of children and families to have their cultures, identities, abilities and strengths acknowledged and valued.
- Making program decisions that respond to the complexity of children and families' lives.
- Maintaining a service which reflects and respects the diversity of the community.
- Recognising the worth of the cultural and linguistic diversity of educators and families.
- Ensuring that the service programs reflect and respect community needs.



The power of partnerships.

We will do this by...

- Seeking the active cooperation and participation of children and families in service decision making.
- Recognising the benefits of the service being involved in community activities.
- Providing children with opportunities to engage with their local community.
- Valuing each other's knowledge and contributions.
- Developing positive, effective and cooperative relationships between team members and other stakeholders.
- Acknowledging and supporting the personal and professional strengths that each educator and child brings to the service.
- Promoting cooperation and positive liaison with other organisations and within our own service team.
- Maintaining strong links with our local school communities and their leadership teams.
- Promoting children's best interests through community education and advocacy.
- Involving local people in the program where possible.

