

EHOSHC – “My Time Our Place” Statement



At Epping Heights OSHC, we recognise the ‘My Time Our Place’ framework for school-age care. We embed its values, vision and outcomes within the service for the betterment of the care we provide and the support it brings to the families & community we serve.

The MTOP framework is represented in all we do at EHOSHC and this can be seen in a myriad of ways, simply by looking around! It is evidenced however, in our Quality Improvement Plan and our centre’s philosophy and ethos of providing outstanding care and education for our families.

The framework itself assists in understanding an approach to children’s learning through holistic methods of play and leisure activities. It is supported by principles, practices and learning outcomes which are in turn encapsulated by the themes of a child experiencing a sense of ‘Being’ – ‘Belonging’ – ‘Becoming’.

At EHOSHC, our child-focussed approach to education & care, combined with high expectations and standards allows us to realise this framework organically, and it is a wonderful thing to look at our Centre and see how it is present in all we do.

When looking at the outcomes that are outlined in MTOP, EHOSHC is proud to be intrinsically facilitating them within our program, our philosophy and practice. When browsing our facility, and looking through our Quality Improvement Plan, it is evident that the 5 learning outcomes are being regularly and consistently achieved by the children in our care. The Centre prides itself on not only assisting our children to achieve these learning outcomes and experiences, but through reflective practice we can recognise ways in which we can improve, learn and grow as a quality OSHC centre.

Outcome 1 – Children have a strong sense of identity

- We provide our children a wide variety of experiences and opportunities that connect them to their world, their community and the variety of cultures that are present within it.
- With a keen focus on the safety of the children in our care through our program and practice, we help instil that when they are in our care, they are safe and feel secure.
- The children are given regular opportunities for leadership, independence and choice.
- The wide range of activities and learning opportunities the children are offered, allows them to hone their interests, develop skills and become confident and able to pursue these.
- An ethical and supportive approach to the care and respect for others is present within our intentional teaching as well as modelled by our team of educators.

Outcome 2 – Children are connected with and contribute to their world.

- EHOSHC provides opportunities for not only the children in our care, but also their families to participate in community projects and come together socially.
- Diversity is embraced in our program and children are exposed to an array of cultural experiences and educational opportunities.
- Working with others with respect, patience and tolerance is encouraged amongst the children as well as the educators and assists in fostering equity and fairness.
- The Centre’s respect for the environment is evident in learning experiences, working with children in the natural environment and providing the chance for the children and families in our community to engage with and support our local natural environment and ecology.

Outcome 3 – Children have a strong sense of wellbeing.

- Children have the chance to connect with the service's educators in trusting and meaningful ways.
- The cohort of children are educated in a manner that encourages them to take responsibility for their behaviour and actions. Making thoughtful decisions, taking considered risks and understanding their own role in self-development forms a key component of our program.
- The health and wellbeing of children is supported through the service in a variety of ways and is shown through both planned and spontaneous experiences, learning programs and in-service decision making.
- Choice in many aspects of a child's experience at EHOSHC assists in developing their sense of independence, agency and ability to traverse their formative primary-school experiences.

Outcome 4 – Children are confident and involved learners.

- Our thoughtful team of educators assist children in developing resilience, confidence, and the proclivity to pursue their interests in an environment free from judgement.
- The dynamic and stimulating program offered to the children at EHOSHC encourages them to engage in many aspects of learning including problem solving, using their imagination, investigation and experimentation.
- Children experience formal learning activities from which they are able to apply the knowledge they have gained in different situations. Life-skills form an important aspect of the formal and informal learning opportunities the children are able to participate in.

Outcome 5 – Children are effective communicators.

- Children are exposed to a range of methods that are appropriate ways of communicating with each other and the educators at the service.
- Ways in which to communicate effectively are intentionally taught, as well as encouraged through systems in practise at the Centre. Communicating verbally, through art/dance/drama, multi-media and written forms of communication & expression occur regularly.
- Storytelling, opportunities for public speaking and engaging in a variety of texts is demonstrated through scheduled as well as impromptu activities.

We believe that the purpose of the “My Time our Place” framework is to assist our Centre in making tangible the learning goals for the children in our care. We are extremely proud to be helping our children achieve these outcomes and believe that this has been made possible through the consistency and honesty of our reflective practice.

Being part of a very special school and wider community, EHOSHC aims to strive not only for success in our own quality improvement but a genuine desire for the betterment and enrichment of this community.

Adam Pearson

(Centre Director)