

7.1 Philosophy/Statement of Principles

1. Overview

1.1. Purpose

The provision of a high-quality, safe, and healthy environment is vital for children, team members and other stakeholders. Learning and development are supported by our governance framework and quality management system, designed to ensure accountability and leadership across the group.

1.2. Scope

All Junior Adventures Group (JAG) People are required to comply with the provisions set out in this policy, their contract of employment and all other relevant policies, procedures, and legislation. It is the responsibility of JAG People to embed philosophy/statement of principles within their Service Delivery.

1.3. Legislative Requirements

Under the *Education and Care Services National Regulations*, Junior Adventures Group is required to have policies and procedures in place to ensure the health, safety, and wellbeing of the children in care.

2. Policy Statement

Junior Adventures Group (The Group) endeavours to build a strong, respectful, and secure partnership between the team members, Children, Parents/Guardians, and school staff. These relationships allow trust and mutual understanding to develop connections between the home, the Service, and the school through our commitment to the Whole of Child.

3. Principles

3.1. Duty Of Care

We have a duty of care to ensure the safety and wellbeing of children and JAG People. This includes a clear philosophy and statement of principles that supports high-quality service delivery, good education and learning outcomes and response to individual needs of children, families, and communities.

3.2. Whole of Child Approach

The shared values of employees contribute to the Group's vision of building brighter futures together in partnership with parents and school communities, by supporting children to learn through play in fun, rich environments. This is achieved through our approach of [Whole of Child](#) which focuses on the holistic development of each child attending our services by incorporating these key elements:

Inclusion & Participation	Creativity & Learning	Wellbeing & Happiness
Supporting children in making connections between their world and the worlds of others.	Preparing children to reach their potential in a world yet to be imagined	Promoting children's sense of personal wellbeing and optimism

Through this approach, we commit to our families, communities, and teams, that the group focuses on Our Children. We strive to add a depth of richness to children's learning, through

providing knowledge, skills, behaviours, and dispositions to assist them in navigating a complex and ever-changing world.

3.3. JAG Values

As a Group these elements are at the heart of our decision making, prioritizing the child at the center of everything we do. Our core values are a continuation to this commitment as our teams strive to build brighter futures by being:

- **Considerate** – showing we care. This involves working collaboratively with the community and building relationships with integrity. We reflect on ourselves and support each other to provide quality care.
- **Passionate** – loving what we do. The daily programs are fun and mirror the commitment to our vision. Service staff are focused, hardworking and understand their roles and responsibilities within the team.
- **Courageous** – showing we are resilient. The Group encourages all employees to be open minded, embrace change, participate in new opportunities and be innovative. Trust, confidence, and a willingness to learn are developed and supported in all roles.
- **Make a Difference** – leaving a positive legacy. By embedding our Whole of Child philosophy, staff are encouraged to build meaningful relationships with children, and to have a positive lasting impact on families and the wider community.

These values form the centre of our ideology, promoting the creation of high-quality service delivery, and dedicated commitment from Team Members.

3.4. My Time Our Place – Learning Through Play

Children are equipped to reach their potential in a world yet to be imagined. Children’s learning is dynamic, holistic, and complex. Services provide opportunity for aspects of learning to be interwoven and interrelated. Play and Leisure experiences provide children with an opportunity to actively construct their own understanding and contribute to the world around them. Play and Leisure time experiences

3.5. Responsibility and Accountability

The Play and Leisure experiences that are constructed by children, will be supported by informed educators to promote dynamic, complex, and holistic learning opportunities.

Children are encouraged to be active participants and decision makers of the service. Team Members foster this practice through their commitment to the Whole of Child where they respect and work with children’s unique qualities, abilities, and interests. When children are given choices and control, they experience connections between actions and consequences.

Practices and Relationships impact children’s involvement and success in learning. Team Members are aware of their practice and relationships with children and families, and the significant effect on identity, personal wellbeing, and optimism.

3.6. Cultural Collaboration with Families and Communities

As an organisation, Junior Adventures Group acknowledges children’s rights to have their individual and cultural identity recognized and respected, and values Australia’s Aboriginal and Torres Strait Islander cultures as a core part of the nation’s history, present and future. This

Service is dedicated to the welfare of its children and to provide a reliable and accessible service for families.

The Group will provide Outside School Hours Care (OSHC) services that meet the diverse needs of the local community through inclusion and participation. Each service will be designed with families in mind to ensure parents/guardians can succeed in their work/study environment without concerns for the safety and care of their children.

Families, school, and the community provide diversity in experiences, perspectives, expectations, knowledge, and skills for Children’s learning. Services are encouraged to foster and maintain positive relations with the families, school, and the wider community to further develop the connection for children.

3.7. Child Safety

We safeguard children through our procedures and practices, with particular attention to the overarching philosophies and principles of the organisation. Policies and practices reflect the relevant legislation, including the National Principles for Child Safe Organisations. JAG provides policies and procedures to equip JAG people with the knowledge, skills, and awareness to keep children safe. Service Practice are continuously reviewed and improved to ensure current legislation is in effect throughout the business.

4. Key Terms

Term	Meaning
JAG People	Any adult that governs, manages, conducts work for or provides activities to JAG in a paid or unpaid activity spanning all levels of the organisational structure.
Team Members	JAG People who work directly with children

5. References

Education and Care Services National Law and Regulations
National Quality Standards for Early Childhood Education and Care and School Care Administration, Handle with Care. (1987). Sebastian, Patricia. AE Press: Melbourne.
Children Education and Care Services National Law Act 2010
Early Childhood Australia (ECA) the Code of Ethics;
Educational and Care Services National Regulations
National Quality Framework Resource Kits
Other Relevant Legislation
Regulation 73 - Educational program
Regulation 118 - Educational leader
Regulation 155 - Interactions with children
Regulation 168 - Education and care service must have policies and procedures
Regulation 170 - Policies and procedures to be followed
Regulation 171 - Policies and procedures to be kept available
Regulation 172 - Notification of change to policies or procedures
Related Policies
Safeguarding Children and Young People

Working in Partnerships with Families and Communities
Building Positive Relationships with Children
The Program
Service Environments
Related Procedures
Responding to Safeguarding Concerns
Programming Guidelines
Ordering Supplies and Equipment
Service Environments
Other
Quality Area 7: Standards 7.1, 7.2
OCG Guide to Child Safe Standards - https://ocg.nsw.gov.au/child-safe-scheme
CCYP Child safe Standards - https://ccyp.vic.gov.au/child-safe-standards/
National Principles for Child Safe Organisations - https://childsafefhumanrights.gov.au/national-principles

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