

OSHC Code of Conduct & Professional Standards

As OSHC Educators we believe in ...

Fostering secure, respectful and reciprocal relationships.

We will do this by ...

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

The power of partnerships

We will do this by.....

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

Maintaining high expectations and a commitment to equity

We will do this by ...

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

Respecting diversity

We will do this by..

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

Ongoing learning and reflective practice

We will do this by...

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