

Education, Curriculum and Learning Policy

NQS

QA1	1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	1.1.4	The documentation about each child's program and progress is available to families.
	1.1.5	Every child is supported to participate in the program.
	1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.
	1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

National Regulations

Regs	73	Educational programs
	74	Information about the educational program to be kept available
	75	Information about educational program to be given to parents
	76	Documenting of child assessments or evaluations for delivery of educational program
	118	Educational leader

My Time, Our Place

LO1 – LO5	All Learning Outcomes under the My Time, Our Place framework will be addressed through our Policy and practices.
-----------	--

Aim

Educators aim to create positive learning environments and guide experiences for each child in

conjunction with their family. Educators will observe children and facilitate their learning to document their learning throughout the year. Children and their families will be encouraged to participate in the ongoing process to promote engaged learning.

Related Policies

Additional Needs Policy
Child Protection Policy
Continuity of Education and Care Policy
Educator and Management Policy
Enrolment Policy
Excursion Policy
Food, Nutrition and Beverage Policy
Health, Hygiene and Safe Food Policy
Immunisation and Disease Prevention Policy
Infectious Diseases Policy
Medical Conditions Policy
Orientation for Children Policy
Physical Activity Promotion Policy
Physical Environment (Workplace Safety, Learning and Administration) Policy
Record Keeping and Retention Policy
Relationships with Children Policy
Technology Usage Policy

Implementation

Our Educational Leader is Alex Dransfield.

The role of the educational leader is to work with educators to provide curriculum direction and to ensure children achieve the outcomes of the approved learning framework.

Our service is committed to the My Time, Our Place framework for school age care.

My Time, Our Place Framework

- During the first 4 weeks of the year and first two weeks of each terms, our focus is on settling children in to the routine of the OSHC. As a result, we begin our cycle of planning and documentation after this time.
- Learning Outcomes will be linked to the curriculum during and after each child's learning has occurred. The curriculum must not be pre-programmed to match specific Learning

Outcomes. Evaluations or assessments of each child's learning and development will take into account the period of time each child spends at the service.

- Evaluations of children's development and learning will inform future decision making on curriculum content to ensure children's learning is extended.
- Educators will work in collaboration with children and in partnership with families to provide relevant learning experiences for each child, based on their interests and family experiences.
- Educators will identify children's strengths and interests and use these to choose learning strategies and environments which will actively engage children in learning
- Educators will include children in decision making, including decisions about indoor and outdoor spaces, programing, routines and documenting their achievements, and give them appropriate levels of responsibility. Responsive relationships will be strengthened as educators and children share decisions.
- Educators will be aware of and understand families' values, beliefs and practices and use these to make program decisions that acknowledge each child's culture and identity.
- The curriculum will be based on the children's interests, educators extending children's interests, spontaneous experiences and family input. It will be evaluated and reflected upon each week by educators. The termly Curriculum Plan will be displayed. We welcome any suggestions and are happy to answer questions from family members at any time.
- Educators will use intentional and spontaneous teaching strategies to scaffold children's learning. Opportunities will also be provided for peer scaffolding.
- Families will have choices as to specific skills they would like their children to develop. Educators will consult with families through our Registration form, Feedback box and email about information to plan learning experiences. We will plan learning experiences based on their choices by bringing Incursion instructors in to the service that specialise in those areas.
- Our Cafeteria hang out area will provide a warm environment to promote children initiated learning through art, dance, one on one interactions, play, song and activities.
- Educators will promote a sense of community and build connections between the service, schools and the local community.
- Incursion providers will submit a term plan including a term overview, lesson overviews, learning objectives/skills, My Time, Our Place Learning Outcomes and evaluation.

- The Education Leader will document children's learning using photographs in a Daily Reflection. This will be displayed for parent's during the week and taken down the following Monday.
- Spontaneous and child initiated activities are encouraged and staff can record these activities on the Weekly Curriculum Plan.
- Where appropriate, the service will liaise with external agencies and support persons to best educate and care for children with additional needs.

Learning and Play

- Children are encouraged to explore, build relationships, solve problems, create and construct through a wide variety of indoor and outdoor activities. Children will be given time and space to develop their own personality, curiosity and creativity.
- Resources will reflect the breadth of age groups, interests and capabilities and be accessible to children so they can choose and be responsible for their actions.
- Healthy lifestyles, including nutrition, personal hygiene, physical fitness, relation, emotions and social relationships will be built into the weekly program.
- Children are encouraged to take increasing responsibility for their own health and physical wellbeing. Educators will:
 - plan energetic physical activities, including dance, drama, movement, sports and games,
 - Provide wide range of resources to develop and consolidate children's fine and gross motor skills
 - Provide a range of active and relaxing experiences throughout the day

We will provide the following information to parents whenever requested:

- The content and operation of the educational program
- Information about the child's participation in the program
- Evaluations of the child's wellbeing, development and learning.

My Time, Our Place Learning Outcomes

1. Children have a strong sense of identity.

2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

Sources

Education and Care Services National Regulations 2011
National Quality Standard
My Time, Our Place Framework for School Age Care

Review

The policy will be reviewed annually.

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 1st March 2017

Date for next review: 1st March 2018