

Education, Curriculum and Learning Policy

NQS

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| QA1 | 1.1.1 | Approved learning framework - 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 | Child-centred Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. |
| | 1.1.3 | Program learning opportunities - All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning. |
| | 1.2.1 | Intentional teaching -Educators are deliberate, purposeful, and thoughtful in their decisions and actions. |
| | 1.2.2 | Responsive teaching and scaffolding -Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. |
| | 1.2.3 | Child Directed learning - Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world. |
| | 1.3.1 | Assessment and planning cycle - Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. |
| | 1.3.2 | Critical reflection - Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation. |
| | 1.3.3 | Information for families - Families are informed about the program and their child's progress. |

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| QA3 | 3.2.1 | Inclusive environment - Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. |
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| QA6 | 6.2.2 | Access and participation - Effective partnerships support children's access, inclusion and participation in the program. |
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| QA7 | 7.2.2 | Educational leadership - The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle. |
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National Regulations

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| Regs | 73 | Educational programs |
| | 74 | Information about the educational program to be kept available |
| | 75 | Information about educational program to be given to parents |

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| | 76 | Documenting of child assessments or evaluations for delivery of educational program |
| | 118 | Educational Leader |

My Time, Our Place

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

To create a positive, inclusive learning environment which encourages children to engage in activities and experiences based on their interests and everyday lives, and achieve the Learning Outcomes of an approved learning framework.

Related Policies

Additional Needs Policy
Physical Activity Promotion Policy
Physical Environment (Workplace Safety, Learning and Administration) Policy
Record Keeping and Retention Policy
Relationships with Children Policy

Implementation

Our Educational Leader is Dina Kahn.

The role of the Educational Leader is to affirm and extend educators' teaching practices, support the development of curriculum based on an approved learning framework and ensure children progress towards and achieve the outcomes of that framework.

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

"Educators recognise the connections between children, families and communities and the importance of reciprocal relationships and partnerships. They see learning as a social activity and value collaborative activities and community participation." p 13

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

Educators will:

- plan a Curriculum based on each child's interests, culture, language, ideas, play and everyday lives ie connections between children, families, school and communities
- build connections between the service, schools and the local community
- include children in decision making, including decisions about indoor and outdoor spaces, programming, routines and documenting their achievements, and give them appropriate levels of responsibility
- work in partnerships with families and the community to achieve Learning Outcomes, and encourage families to contribute to the Curriculum by sharing information about their child or completing activities with children
- make use of spontaneous 'teachable moments' to scaffold children's learning
- engage in sustained shared conversations with children to extend their thinking
- use strategies like demonstrating, dramatic play, role play, open questioning, speculating, explaining, shared thinking and problem solving to promote and extend children's learning
- allow children to choose from resources (eg sports equipment and man- made and natural loose parts) that reflect the breadth of age groups, interests and capabilities and implement activities (eg sport, games, drama, dance, visual arts, role play) that promote learning across all Learning Outcomes
- provide access to digital technologies so children can access global resources and encourage new ways of thinking and communicating
- create outdoor learning spaces which invite open-ended interactions, spontaneity, risk-taking, exploration, discovery and connection with nature
- create both indoor and outdoor spaces that encourage children to explore, build relationships, solve problems, create and construct through a wide variety of activities, and give children the time and space to develop their own personality, curiosity and creativity

- provide spaces and opportunities for children to socialise and play with friends and to relax and have fun
- implement play and leisure opportunities that are meaningful to children and support their wellbeing, learning and development
- regularly provide opportunities for children to learn individually and as part of a group
- plan alternate activities for children who are not interested in large group activities
- regularly assess what each child knows, can do and understands through an ongoing cycle of planning, documenting and evaluating, and then implement activities to extend learning and help each child achieve all Learning Outcomes. Assessments will take into account the period of time each child spends at the service
- plan the curriculum with each child and the learning outcomes in mind, and remember that learning is not always predictable and linear
- celebrate the achievements and learning of each child
- with parents' consent, liaise with external agencies and professionals to support children with additional needs
- regularly (at least weekly) evaluate their practices and reflect on how well the Curriculum is helping each child progress towards and achieve the Learning Outcomes
- display the daily curriculum in children's rooms and encourage families to contribute, make suggestions or ask questions about children's learning at any time
- 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.

Learning Documentation

Learning documentation includes learning stories, photos, videos, mind maps, reflection journals and children's meetings. Educators will ensure:

- learning documentation can be easily understood by families and other educators

- the type and format of the documentation is appropriate ie for the activity and meets service and educators needs
- there is more learning documentation for children who are at the service longer than other children (this does not require a huge volume of documentation)
- the learning documentation shows how children participate in and influence the program eg may include critical conversations educators have with children and actions taken as a result
- documentation includes learning outcomes
- children are involved in completing the documentation.
- documentation is used in an ongoing cycle of planning and evaluating children's learning

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 by:

- Management
- Employees
- Families
- Interested Parties
- **Last reviewed: 1st May 2023 Date for next review: 1st May 2024**