

Education, Curriculum and Learning Policy

National Quality Standard

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.

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

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
254(1)	Declared approved learning frameworks
359A	Programs for children over preschool age

Aim

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

Intersection with other 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

Declared Approved Learning Frameworks for reference

The following learning framework has been declared approved: ~~until 1 February 2024:~~

- a) My Time, Our Place: Framework for School Age Care in Australia produced by the Commonwealth Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2011.

In addition to the existing framework, there is an updated declared approved learning framework that we will be transitioned alongside the original learning framework. This updated frameworks will be implemented after 1 February 2024.

My Time, Our Place: Framework for School Age Care in Australia V2.0 2022. Australian Government Department of Education [AGDE] (2022).
National approved learning framework under the NQF for school age children.

Implementation

The approved provider of the education and care service must ensure that, for the purposes of the educational program for a child over preschool age, evidence about the development of the program is documented.

Our Educational Leader is identified in the foyer by name.

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 and young people 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 and young people, 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 13-21

My Time, Our Place Learning Outcomes

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

Educators will:

- plan a curriculum based on each child/young person's interests, culture, language, ideas, play and everyday lives ie connections between children and young people, families, school and communities
- document the planned curriculum
- build connections between the service, schools and the local community
- include children and young people 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 and young people

- make use of spontaneous 'teachable moments' to scaffold children and young people's learning
- engage in sustained shared conversations with children and young people 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 and young people's learning
- allow children and young people 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
- 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 and young people to explore, build relationships, solve problems, create and construct through a wide variety of activities, and give children and young people the time and space to develop their own personality, curiosity and creativity
- provide spaces and opportunities for children and young people to socialise and play with friends and to relax and have fun
- implement play and leisure opportunities that are meaningful to children and young people and support their wellbeing, learning and development
- regularly provide opportunities for children and young people to learn individually and as part of a group
- plan alternate activities for children and young people who are not interested in large group activities
- regularly assess what each child/young person 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/young person achieve all Learning Outcomes. Assessments will take into account the period of time each child/young person spends at the service
- plan the curriculum with each child/young person and the learning outcomes in mind, and remember that learning is not always predictable and linear
- celebrate the achievements and learning of each child/young person

- with parents' consent, liaise with external agencies and professionals to support children and young people with additional needs
- regularly evaluate their practices and reflect on how well the Curriculum is helping children and young people progress towards and achieve the Learning Outcomes
- display the curriculum in children's rooms and encourage families to contribute, make suggestions or ask questions about children and young people'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 and young people who are at the service longer than other children (this does not require a huge volume of documentation)
- the learning documentation shows how children and young people participate in and influence the program eg may include critical conversations educators have with children and young people and actions taken as a result
- documentation includes learning outcomes
- children and young people are involved in completing the documentation.
- documentation is used in an ongoing cycle of planning and evaluating children and young people's learning

Sources

Education and Care Services National Regulations 2011

National Quality Standard

My Time, Our Place Framework for School Age Care

My Time, Our Place Framework for School Age Care Version 2

Review

The policy will be reviewed annually by:

- Management
- Employees
- Families
- Interested Parties
- **Last reviewed: 25th March 2024** **Date for next review: 25th March 2025**