
ARANDA AFTERS ASSOCIATION INCORPORATED



EDUCATION, CURRICULUM AND LEARNING POLICY

Implemented	Updated/Reviewed	Next Review Due By
May 2015	June 2018	June 2019

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1 REFERENCES

NATIONAL QUALITY STANDARDS

1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, well-being, 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

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
81	Sleep and Rest
118	Educational leader

MY TIME, OUR PLACE

LO 1-5	All Learning Outcomes under the My Time, Our Place framework will be addressed through our Policy and practices.
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2 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 provide each child with an individualised portfolio by documenting their learning throughout the year. Children and their families will be encouraged to participate in the ongoing process to promote engaged learning.

3 IMPLEMENTATION

The role of the Director 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

- 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 children'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, programming, 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 weekly program 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.
- Educators will promote a sense of community and build connections between the service, schools and the local community.
- 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.
- Our service aims to provide access to digital technologies so children can access global resources and encourage new ways of thinking and communicating.
- 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.

SLEEP AND REST

Aranda Afters supports children who feel the need for rest, sleep and relaxation within our program. We acknowledge that all children have the right to make decisions about their own body and we will provide children with opportunities and environments that are designated to meet these needs.

Aranda Afters takes the following steps to ensure the needs of sleep and rest of children being educated and cared for by the service are met, having regard to the ages, developmental stages and individual needs of the children:

Educators will:

- Acknowledge that children have finished a busy day at school and may wish to rest or sleep during the afternoon or are in care for a longer period during Vacation care and may wish to rest or sleep during the day;
- Acknowledge when children attend excursions or participate in a busy and active program, they may wish to rest or sleep during the day;
- Create a relaxing environment for resting children by providing them with a quiet, less stimulating area to do so;
- Provide children with a soft flooring, such as gym mats and cushions, if they wish to rest or sleep;
- Provide programmed experiences for children that are quiet and relaxing in nature, for children to take the opportunity to rest and relax if they choose to do so;

- Ensure areas for rest and sleep are well-ventilated and are meeting hygiene standards;
- Ensure children are adequately and effectively supervised during their period of sleep or rest;
- Inform families if their child had chosen to sleep during the Program; and
- Ensure that routines are flexible to allow for rest and sleep opportunities.

This will be implemented in ways such as:

- Creating areas that are less crowded and not loud or noisy;
- Creating areas with resources to support rest and sleep such as beanbags, pillows, books, puzzles, or music; and
- Offering an area that is less crowded that allows for the children to have more personal space.

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.

4 SOURCES

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