Education, Curriculum & Learning Policy

Purpose

Peak Sports and Learning is committed to developing positive learning environments and guiding experiences for each child in conjunction with their family. Children and their families will be encouraged to participate in the ongoing process to promote engaged learning. Programs are developed through constant self-assessment, critical reflection, input from children, families and the school community and ongoing reviews of the educational program and the activities embedded in them. Parents, children and educators are constantly given opportunities to review and assess our program content and its delivery through feedback and continual professional development in the area of curriculum support with the My Time Our Place learning outcomes.

Considerations

Education and Care Services National Regulations	**National Quality Standard/s**	**Other Service policies/documentation**	**Other**
Regulations: 73, 74, 75, 76, 118, 148, 168, 170, 274A	Quality Area 1 Educational Program and Practice Quality Area 3 Physical Environment Quality Area 6 Collaborative Partnerships with Families and Communities: Standard 6.1, element 6.1.2.	Interaction with Children Policy Excursion & On-site Activity Policy Nutrition, Food & Beverage Policy including Food Safety	My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022

Roles & Responsibilities:

The Approved Provider will ensure:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- the education leader selected is supported to lead the development, implementation and review of the educational program and assessment and planning cycle within the OSHC Service
- the educational leader has the skills, knowledge and attributes to mentor and work collaboratively with educators, fostering a shared responsibility and professional accountability of children and young people's learning, development and wellbeing
- to support educator's understanding of educational programming and practices for school aged children

- the staff record includes the name of the person designated as the educational leader
- the educational leader accepts the position of *Educational Leader* in writing (Reg. 118)
- evidence about the development of the educational program for a child over preschool age is documented

The Nominated Supervisor/Educational Leader will:

- implement the Assessment and Planning Cycle that takes into account the unique nature of school age care as the 'ongoing process… to design programs that enhance and extend each child's learning and development' (MTOP. V2.0, p.131)
- base the educational program on an approved learning framework and deliver the program in accordance with the framework (outcomes, practices and principles)
- ensure the program is evidence based, age-appropriate and supports and extends the developmental needs, interests and experiences of each child
- ensure the program contributes to the five learning outcomes for each child
- collaborate with educators to ensure they plan experiences and activities based on individual and group goals that maximise opportunities to extend emerging strengths, abilities and interests for each child and young person
- ensure all educators work as a team in preparing and/or implementing the curriculum based on the Service's philosophy
- gather information from families upon enrolment regarding the child's needs, interest and family backgrounds
- document family input with the educational program to strengthen connections and partnerships
- ensure the program is inclusive of all children and young people
- be consistently aware of and responsive to children and young people who may require additional
- support, assistance or attention, noticing and listening carefully to children's concerns
- develop collaborative relationships with families to achieve quality outcomes for all children and young people
- display cultural responsiveness by learning about multiple perspectives and diversity such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual's diversity
- ensure the educational program is displayed in a place that is accessible to families
- ensure information regarding the content and operation of the education program is provided to families if requested (Reg. 76)
- provide information regarding the child or young person's participation within the program when requested by families (Reg. 76)
- ensure a copy of the program is available at all times (Reg. 75)
- ensure documentation related to the development of the education program are recorded (Reg. 74)
- consider the period of time a child or young person is being educated and cared for by the service when preparing documentation

The Educators will:

- collaborate with children and young people to influence the development of the program in response to their own strengths, ideas, abilities and interests
- plan a program that actively promotes or initiates the investigation of ideas, complex concepts and thinking, reasoning and hypothesizing the supports in learning, development and wellbeing of each child and young person
- use the learning outcomes to guide the planning for children and young people's learning
- provide play and leisure opportunities that are meaningful to children and support their wellbeing, learning and development
- assess and analyse play, leisure, learning and participation in a variety of ways
- document children's wellbeing and learning, utilising contemporary theories and research concerning children's play, leisure, and learning, and make this visible to children, educators and families
- include children and young people in the assessment process by encouraging them to select strategies to document their own learning
- ensure each child and young person is acknowledged for their uniqueness in a positive way
- provide unstructured experiences that take into account that school age children have had a structured and busy day at school
- ensure the curriculum reflects diversity and reflects the values and beliefs of children and families
- take responsibility to be culturally responsive
- support the development of dispositions such as confidence, curiosity, persistence, imagination, and creativity
- be intentional in the roles they take in children's play and leisure and the way they intentionally plan the environment and curriculum experiences
- make use of spontaneous 'teachable moments' to extend learning
- further extend critical thinking skills and problem-solving skills through provocations
- plan realistic curriculum goals for children considering the period of time the child is being educated and cared for by the service
- ensure documentation and evaluations are readily understood by parents

Procedures

Rationale:

Peak Sports and Learning aims to work in accordance with the National Quality Framework and the My Time our Place Learning Outcomes and Quality Areas and the NSW Department of Education Curriculum and Syllabus. Our service is proud to have a team of qualified and experienced Educators who bring a strong understanding of child development and learning to our program. This allows our program to specifically target educational needs of children including language and literacy, mathematics, PDHPE and Creative Arts. The feedback received from parents is our program is beneficial to children's learning, social and emotional outcomes. Parents select our service as our program is catered for the needs of working parents who still require their children to be academically and physically supported through the homework and sports time our program is centered around. They are comforted in the fact that our

Educators are those facilitating these structured activities whilst their children are having fun participating in them!

Aim: Children are known as constructivists, which mean they learn by doing. They construct their knowledge through events, individual actions and exploration to discover their properties. Children are curious, active explorers who respond to the environment according to their understanding of it.

Our qualified and experienced Educators at Peak Sports and Learning have a deep understanding of how children learn. This understanding allows us to better support children's emotional, physical and thinking development. Our Educators stay up to date on current educational philosophies and continually engage in professional development. This allows the children to be taught in an environment that provides the best possible opportunities.

At Peak Sports and Learning we will:

- Offer children a balance of structured and unstructured activities to choose from.
- Involve children in the decision making process.
- Evaluate to see what worked, what didn't work and how activities could be improved upon.
- Written evaluations will be filed for future reference and referral.
- Have a broad range of challenging, stimulating activities on offer.
- Cater for the different ages, genders, abilities and interests of the children.
- Take into account the indoor and outdoor space and equipment that is available.
- Offer opportunities for play and development that the children may not normally get at home.
- Utilise the different skills and talents of the staff members.
- Have a balance of indoor/outdoor, noisy/quiet, and active/passive activities.
- Recognise that children have been at school all day and want to relax and have fun.
- Artworks are displayed in an attractive way, so it can be seen by anyone who is interested.
- Provide opportunities for family members to be involved in the program – ask if they have a special interest or talent that can be utilised.
- Regular ongoing programs including Health & Safety and Growth Mindset to have childrens safety and also mental health at the forefront of the education to children.

These factors are taken into consideration when programming for After School Care, Before School care and Vacation Care. Each of these approaches covers a range of motion that ensures a program is delivered well and successfully. The most important thing is that the children's needs are being met and these approaches ensure that all aspects of children's learning within our program are covered. These approaches are utilised in conjunction with the 'My Time Our Place Learning Outcomes' and the National Regulations and elements.

Version Control Table

Version Control	Date Released	Next Review	Approved by	Amendment
1	Jan 2014	March 2018	Directors	Amendments to procedures as needed annually.
2	March 2018	February 2020	Directors	Version Control table introduced. Rewritten and edited to reflect 2018 updated Quality Standards.
3	February 2020	February 2022	Directors	Small amendments to program development. Moved to new document review timeline.
4	February 2022	February 2024	Directors	Small amendments to program development including Growth Mindset & Health & Safety Policy.
5	February 2024	February 2025	Directors	No amendments
6	February 2025	February 2026	Directors	No amendments
7	February 2026	February 2027	Directors	Rationale and Aim sections; refined language to reflect our Educator workforce and their qualifications and ongoing professional development.