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Learning and Development Policy

Policy Statement

Samuel Gilbert Out of School Hours Care aims to provide a safe and supported learning environment rich with opportunities and experiences. Our program is age appropriate and based on the current interests and needs of all children. The program provides meaningful opportunities for children to create and develop new and existing skills through play and exploration.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child's learning and development.
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	Practice	Educators facilitate and extend each child's learning and development.
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	Assessment and planning	Educators and coordinators take a planned and reflective approach to implementing the program for each child.
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.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about educational program to be kept available
76	Information about educational program to be given to parents
118	Educational leader
148	Educational leader
168	Education and care service must have policies and procedures
254	Declared approved learning frameworks

Under the National Law and National Regulations, approved services are required to base their educational program on an approved learning framework. The program should focus on addressing the developmental needs, interests, and previous experiences of each child, whilst also considering the individual differences of each child.

There is a nationally approved learning framework in New South Wales - My Time, Our Place, which outlines practices that support and promote children's learning:

[MTOF-2022-V2.0.pdf \(acecqa.gov.au\)](#)

[Approved learning frameworks | ACECQA](#)

Practices:

The Educational Leader and team of educators are responsible for the development of a child-focused program. The program will reflect the philosophy of the service whilst meeting the social, physical, recreational, intellectual, creative and emotional development needs of the children.

The educational program is aimed at addressing the following My Time Our Place Framework outcomes for each child and young person:

- Children and young people have a strong sense of identity;
- Children and young people are connected with and contribute to their world;
- Children and young people have a strong sense of wellbeing
- Children and young people are confident and involved learners;
- Children and young people are effective communicators.

The holistic approach to the program includes:

- Recognising the connectedness of children and young people's mind, body and spirit, paying attention to their physical, social, personal, emotional and spiritual wellbeing, as well as cognitive aspects of learning.
- Viewing children and young people's learning as integrated and interconnected.
- Valuing reciprocal relationships and partnerships for learning by interacting with children and young people, and forming relationships with the local and wider community.
- Valuing collaborative learning and community participation.

- Placing a focus on how children and young people's social and physical development and wellbeing impacts on their capacity and potential to become effective citizens.
- Valuing a connection to the natural world, by respecting the natural environment and the interdependence between people, plants, animals and the land.
- Considering children's and young people's needs, including nutrition and safety, by incorporating daily routines that include snack and transition times.
- Valuing the physical environment, and ensuring sufficient and appropriate materials and equipment are available.
- Recognising the need for both intentional and spontaneous experiences to occur.
- Extending children and young people's learning and development through experiences, conversations and inquisition.

The program will reflect the principles, practices and learning outcomes of the My Time, Our Place Learning Framework and the service philosophy. During the planning cycle we will consider;

- The individual and group needs of the children and young people attending the service.
- The age and developmental stages of the children and young people.
- Diversity of families and cultures within the local community.
- The local and wider environment.
- Directions from government/agencies regarding learning and education.

The program will be:

- Displayed within the service within the sign in/out area and can be found on the website www.sgoosh.com.au. This includes a summary of the daily program at the sign in/out area for families, educators and children to view.
- Supportive of individual children's and young person's needs, including informal and formal observations by educators, as well as children and young people's input and suggestions.
- Supportive of the dignity and rights of the child and young people.
- Promote cultural diversity and social justice.
- Inclusive, flexible and spontaneous.
- Balanced, providing both passive and active experiences.
- Planned, documented, critically reflected and evaluated by educators, considering feedback that is encouraged through various avenues such as interactive displays and conversations.
- Compliant with regulatory standards and quality assurance principles.

Children and young people will be offered opportunities to:

- Provide feedback, reflect and suggest ideas through a range of avenues including conversations, KRC meetings, surveys, forms and templates, and documentation forms such as daily scrapbooks.
- Play and explore the indoor and outdoor environments.
- Have choice and freedom with flexibility of experiences, where appropriate.
- Pursue personal interests.
- Practice independence and autonomy.
- Learn and develop appropriate social interactions.
- Display and develop positive and responsible behaviours.

The Approved Provider will ensure:

- The Educational Leader selected is supported to lead the development and implementation of the educational program, assessment and planning cycle within the service.
- The Educational Leader has the skills, knowledge and attributes to mentor and support educator's understanding of educational programming and practice.
- The staff record includes the name of the person designated as the educational leader.

Management/Nominated Supervisor, Responsible Person/Educational Leader will:

- Ensure that a suitable program based on an approved learning framework is delivered to all children.
- Collaborate with educators and provide curriculum direction and guidance.
- Ensure all educators work as a team in preparing and/or implementing the curriculum which adheres to the service philosophy. This includes the involvement of all educators into the weekly program through the implementation of experiences and development of skill set.
- Ensure modifications are made in the environment for children with individual needs. Management will make appropriate, professional referrals where necessary and with family permission.
- Ensure a conscious balance between indoor and outdoor experiences is planned for, allowing for large blocks of unstructured time and uninterrupted child-initiated play.
- Promote children's and young people's physical activity by supporting the development of their gross motor skills and fostering the emergence and refinement of fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences.

Educators will:

- Be skilled and/or be suitably qualified in delivering a program focused on extending children's and young people's learning and development.
- Collaborate with the Educational Leader for curriculum direction and guidance.
- Be provided with professional development opportunities and support within the team, including resources to support the program delivery.
- Be kept up to date on current practices and research through in service training, discussions, networking, and journals.
- Be provided suitable and appropriate equipment and provisions to implement the program.
- Role model the importance of physical activity for the children and young people.
- Regularly review and critically reflect on the program and children's and young people's development and learning; adapting changes and extending learning experiences where possible.
- Consistently respond to children's and young people's ideas and play.
- Ensure intentional teaching is embedded within the program to scaffold and extend each child's and young person's learning.
- Ensure that the program, routines and opportunities within the service reflect the service philosophy, mission and vision statement. This will be maintained through an annual review of the goals, philosophy, mission and vision statement, to ensure their alignment with current practice.

Source

Australian Children's Education & Care Quality Authority. (2014).

Australia's Physical Activity and Sedentary Behaviour Guidelines for Children (aged 5-12 years).

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2018).

Education and Care Services National Regulations. (2011).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework. (2017). (Amended 2020).

Revised National Quality Standard. (2018).

My Time, Our Place Framework