

CURRICULUM AND PEDAGOGY

Ruby and Ollie's – Out of School Hours Care

We believe that children are capable of creating and exploring their environment to develop their thinking skills and life skills.

Integral to their learning, is a challenging, thought provoking environment where they can explore, question, problem solve, make their own decisions and work together.

The role of the Educator is to act as co-learner. To facilitate and create interesting and stimulating environments that provoke thoughtful interactions for children; with a wide range of resources, materials and experiences.

Children's learning is dynamic and always visible.

Educators document children's voices and learning through photos, videos, audio recordings and stories in collaboration with the children, their families and other Educators.

AIM:

- Implement the “**My Time Our Place Framework**” which combines contemporary and traditional ways of thinking when planning care and educational programs.
- Follow the guidelines set out in the National Quality Standards and to implement them to a high standard.
- Create a home like, inviting, engaging atmosphere at the Service that will encourage positive interactions and a multitude of learning opportunities for children
- Get Educators to think innovatively and work in partnership with families involving the children to create a curriculum that provides meaningful learning experiences for all.
- Ensure the curriculum reflects the Service's philosophy and fosters all areas of the MTOP
- Ensure the Curriculum is developmentally and culturally appropriate, considering all communities involved with the Service.
- Provide a flexible exploratory environment which reflects the children's interests and can extend, and challenge their developing skills.
- Develop children's independence and foster empathy. Children are encouraged to be autonomous yet sensitive to the needs of others.
- Use materials, equipment and resources in a play experience to demonstrate a range of lifestyles that include: family type, social, cultural, ability, gender and language diversity.
- Allow the curriculum to provide equal opportunities for both boys and girls and support children in all activities.
- For the curriculum to be continuous, ongoing and influenced by evaluation and reflections.
- To set routines which balance care and education yet are flexible to the daily needs of children and rhythms of the Service, thereby allowing time for children to get involved in play experiences, engage, enquire and reflect.
- To continually support and monitor educators in the development, delivery and evaluation of their curriculum
- To allow children choice in their play, which environment they want to explore (indoor or outdoor), and how they want to explore it.
- We will provide resources and tools to children so they can extend their learning and their own critical thinking skills.

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PLANNING:

We believe that our philosophy and our curriculum should be intrinsically linked and that the philosophy drives our approach to how we develop our curriculum. Based on our philosophy, when planning the curriculum educators will:

- Respect and support differences including cultural & religious beliefs, differing child-rearing styles, family structures and abilities
- Maintain an understanding and respect for the nation's first people, ensuring that all curriculum experiences remain sensitive to this.
- Develop a curriculum that is flexible and supports individual children's needs, abilities and strengths. This includes taking into account children's ages and developmental levels
- Provide an indoor- outdoor program that includes exploring the natural environment while embedding an understanding and appreciation for the natural world.
- We believe it is important to provide a self-directed play based program which motivates children to explore and discover their environment.
- Ensure involvement in children's play to harness "teachable moments" and identify the needs of individuals.
- Foster positive relationships and interactions between children, Educators and parents. In planning the curriculum educators include experiences that assist children to learn how to negotiate with others and how to cooperate.
- Work together, along with parents and children, to promote a successful curriculum.

Evaluation & Reflections

- When evaluating and reflecting on children's learning, relevant observations/learning stories will be documented so families and other educators can see the progression of the learning.
- Educators will engage in a process of critical reflection and seek guidance and support from the Service Director and Educational leader where appropriate. This ensures on-going professional learning and development for the Educators.
- Observation's and children's interests are documented and communicated with families.
- These will create a timeline/journal for families to view, share and keep a record of.
- We will document the activities through photos and video's uploaded on our communication software. This ensures regular meaningful exchange of information about their child with families and facilitates opportunities for parents to contribute to their child's learning experiences while in care at Ruby & Ollie's-OSHC.

Curriculum Development comes from many places



Weekly Curriculum Cycle

Educators work with children to plan the activities and experiences they will be working on as the week progresses. The curriculum is an ever changing document, which is added to as new learning occurs. Our planning is based on the My Time Our Place Curriculum.

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IMPLEMENTATION:

Our weekly Curriculum is displayed in each service. Children have the ability to move between activities either as individuals or in small groups. Children are able to access resources independently including using a variety of resources during activities. This includes the freedom and flexibility to move between both the indoor and outdoor areas at their own will, making independent choices about their learning.

Educators ensure that adequate resources are available to children both indoor and outdoor, and to ensure waiting is kept to a minimum. Educators setup these areas with this in mind and monitor child usage. Educators involve the children in setting rules about sharing. Set up of the indoor and outdoor areas includes some areas and experiences that can be left so that children can return to their play at a later time.

Educators:

- Record regular observations and learning stores of each child in order to understand each child's strengths, abilities and interests.
- Appreciate that children bring their own specific knowledge, attitudes, values, skills and language through membership of a particular cultural group.
- Work to ensure that each child's involvement in experiences during the day is maximised.
- Involve and invite families to share their families own experiences, skills or suggestions for activities.
- Encourage families to share their cultures with the service.
- Encourage parents to provide regular feedback on the curriculum.

Through parent involvement educators will become aware of family concerns and goals for children, and will be able to work with families towards meeting these needs.

Each child is treated as an individual.

In Communicating with Children Educators will:

- Work with each child respecting whatever communication method they know i.e. sign, PODD
- Use routine activities as a time for playful comment and conversation with children
- When children ask questions or seek help educators respond in a way that promotes curiosity and interest. Educators share ideas and explore concepts regularly with children.
- Educators ask open ended questions to encourage children to predict, hypothesize, explain, reason, and express their ideas and opinions.
- Educators use questions like "What would happen if...?"
- Educators use resources creatively, aiming to stimulate children's curiosity and interest in everyday objects around them and the ways in which they can be used. Children are given access to and are encouraged to use a range of construction materials.
- Educators adapt resources for physical development so that each child has opportunities to develop and demonstrate independence and abilities in both indoor and outdoor situations
- Educators use recyclable resources and teach children about the importance of recycling and sustainability.
- Educators work to support children's attempts to meet physical challenges. Educators encourage children to use their problem solving skills to extend their physical abilities.

CURRICULUM AND PEDAGOGY

Ruby and Ollie's – Out of School Hours Care

Communicating Policy to Families, Children and Team Members

Information relating to the Curriculum Policy is communicated in the following ways: Newsletters, Family and Educators handbooks, team meetings and memos, planned experiences for the children, notice boards and posters, pamphlets and information sheets in the foyer, role modelling and signs displayed around the classrooms and Service etc.

Policy Review Statement

All policies will be reviewed annually in consultation with Families, Team Members and Management. Any changes in legislation, regulations, Quality Assurance and other standards will be considered in the reviewing process. Any changes in policies or procedures will be communicated to families and Team Members verbally and in writing. Failure to abide by policies will result in disciplinary action.

ABORIGINAL & TORRES STRAIT ISLANDER

Ruby & Ollies – Out of School Hours Care

AIM:

- To promote cultural recognition and understanding about the first Australians, or Indigenous Australians, amongst all children, their families and the Educators at the Service. The Service will provide them with accurate and respectful knowledge to support the distinct and subtle differences that distinguish an Indigenous identity from others.
 - To assist Indigenous children and families to feel comfortable and relaxed in a new environment and to be confident with their own identity.
 - To acknowledge the traditional owners of the land the Service is built on and the surrounding areas, and to pay respect to the elders past, present and future.
 - To create an environment where all people feel that they belong in the Service, are shown respect for their own family culture and are invited to share their culture with other people.
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METHOD:

Educators will:

- Observe all legislative policies in relation to the inclusion of children from other cultures and from a range of diverse backgrounds
- Breakdown children's stereotypes about what it means to be an Indigenous Australian by presenting stories or scenarios that encourage children to discuss and develop the views.
- Promote inclusivity with Aboriginal families through visual resources, language activities, planned experiences, and through communication with children and families.
- Will ensure there is meaning behind all practice and that our efforts are embedded in our program, not tokenistic or disrespectful.
- Be aware of, and recognise the differences between Indigenous and non – Indigenous people.

Children will:

- Be given opportunities to share their ideas surrounding Indigenous cultures and these thoughts will be challenged through discussions and resources in the environment.
- Have access to a wide range of cultural resources and equipment for play.

Families:

- May develop an awareness of Indigenous culture, both traditional and contemporary through reading material and being aware of what is happening in the program.
- Will be able understand how the Service values the current and historical indigenous community; and that as a service we respect the traditional owners of our land.
- Our philosophy and practice will evidence this in all aspects of service delivery.
- All families are invited to share aspects of their culture in the Service, so we can enrich our Educational program eg: language, events, etc.

The Service and Program resources:

- Will depict a balance between contemporary and traditional Indigenous culture eg: puzzles, posters, books, art displays etc.
- The program will aim to find out what the children know about Indigenous cultures through observing and listening closely to them. They will then follow on from what they know and where their interests lie.
- For the younger children we will endeavor to provide access to a range of cultural equipment and resources.

ABORIGINAL & TORRES STRAIT ISLANDER

Ruby & Ollies – Out of School Hours Care

Community:

- As a community we will acknowledge the traditional owners of the land and respect the elders of the local area, past, present and future.
- Invite Indigenous performers and members of the community to visit the Service, including utilizing our families with an indigenous background – as this would help them to feel respected and welcome in the Centre as well as having familiar people for the children to see.
- Be aware and take part in significant Aboriginal and Torres Strait Islander events. In particular the National Aboriginal International Day of Celebration (NAIDOC) and the National Aboriginal & Torres Strait Islander Day (NATSID) each year.

Communicating Policy to Families, Children and Team Members

Information relating to the Aboriginal and Torres Strait Islander Policy is communicated in the following ways: Newsletters, Family and Educators handbooks, team meetings and memos, planned experiences for the children, notice boards and posters, pamphlets and information sheets in the foyer, role modelling and signs displayed around the classrooms and Centre etc.

Policy Review Statement

All policies will be reviewed annually in consultation with Families, Team Members and Management. Any changes in legislation, regulations, Quality Assurance and other standards will be considered in the reviewing process. Any changes in policies or procedures will be communicated to families and Team Members verbally and in writing. Failure to abide by policies will result in disciplinary action.

Sourced:

ARMSU Aboriginal Education Consultative Group (AECG)
Building Bridges, M.Fleer & D.Williams-Kennedy

Linked to NQS

1.1.1, 1.1.2

CHILDREN'S RECORDS

Ruby & Ollie's – Out of School Hours Care

AIM:

- To ensure children's progress records are used as a main source of information for setting goals, planning experiences for individuals and groups.
- To ensure children's records are stored and utilized in a confidential manner.

METHOD:

- All information collected and recorded is confidential and is only accessible to primary contact, educators and families.
- Information in these records is confidential and not to be discussed outside the service, or with other educators not involved in the child's programming
- Each child's personal file containing enrolment form and so forth are to be kept in a secure location at all times. Most of the Child's information is recorded in electronic format in Xplor and as such little is kept onsite in the files. Information regarding a child's enrolment or personal details is not to be given to others without written consent from the parent or guardian.
- Children's Individual Portfolios/ e-journals are kept electronically in the software program the Centre uses – Xplor / Playground. Copies can be printed at the request of the family.
- Educators are trusted to maintain confidentiality, and to use any information obtained with the utmost discretion. (7.4.1.7.5. Confidentiality Policy)
- Educators are made aware that confidentiality of all matters concerning the Service and its users must be maintained at all times. Relief Educators are also to be made aware of this.
- If the service has a student (eg: university, TAFE) the Service Leader may allow limited access to children's information eg: first name, date of birth, country of origin and home language. Permission must be sought from the parents before any other information is passed on to the student.

Communicating Policy to Families, Children and Team Members

Information relating to the Children's Record Policy is communicated in the following ways: Newsletters, Family and Educators handbooks, team meetings and memos, planned experiences for the children, notice boards and posters, pamphlets and information sheets in the foyer, role modelling and signs displayed around the classrooms and Centre etc.

Policy Review Statement

All policies will be reviewed annually in consultation with Families, Team Members and Management. Any changes in legislation, regulations, Quality Assurance and other standards will be considered in the reviewing process. Any changes in policies or procedures will be communicated to families and team members verbally and in writing. Failure to abide by policies will result in disciplinary action.

ADDITIONAL NEEDS

Ruby & Ollie's – Out of School Hours Care

AIM:

Educators will ensure that all children are treated equally and fairly and that each child will have the opportunity to learn, grow and develop in the manner best suited to their individual needs.

METHOD:

- Educators will treat all children equally and fairly regardless of perceived differences
- Educators will act as advocates for children's rights
- Educators will program experiences to suit individual needs, strengths and interests
- All children will have the opportunity to explore differences within their play in a non-threatening way in order for them to become more comfortable with, and aware of, diversity
- Children are encouraged to treat all peers equally and fairly
- Educators will act as role models by displaying appropriate behaviour and language
- Children and Educators will discuss the feelings of others and encourage the development of consideration and empathy. E.g "how we can make people feel happy and appreciated rather than sad?" etc.
- No information regarding a child will be given out to a person who is not that child's parent or guardian, without the parent/guardians permission, i.e. (therapist, teacher from an additional needs school etc.)
- Educators will liaise with parents and school (if required) regarding the child's strengths and needs and will work with the parent/school to ensure the best care possible for the child
- Educators will work with other professionals who play a role in supporting the child's development
- Educators will not judge or compare a child's development with another
- All children will be treated as individuals
- The physical environment will be set out so it is suitable for all persons regardless of mobility
- Staff will seek specific professional intervention and training to support a child in our care.

Communicating Policy to Families, Children and Team Members

Information relating to the Additional Needs Policy is communicated in the following ways: Newsletters, Family and Educators handbooks, team meetings and memos, planned experiences for the children, notice boards and posters, pamphlets and information sheets in the foyer, role modelling and signs displayed around the classrooms and Centre etc.

Policy Review Statement

All policies will be reviewed annually in consultation with Families, Team Members and Management. Any changes in legislation, regulations, Quality Assurance and other standards will be considered in the reviewing process. Any changes in policies or procedures will be communicated to families and Team Members verbally and in writing. Failure to abide by policies will result in disciplinary action.

Sourced

Child Protection Act 2011, Part 2 – Placing a child in care, part 1g.

CELEBRATIONS

Ruby & Ollie's – Out of School Hours Care

AIM:

Traditional celebrations such as Christmas and Easter will be acknowledged within the Service and reflected in our programs.

We also encourage other cultural celebrations that are significant in our community and to our families. We aim to embrace cultural diversity to ensure that all children and families experience meaningful learning and enjoyment during these special times.

We respect the diversity among our families and all celebrations will be sensitive and respectful.

METHOD:

We believe that it is important for children to understand the meaning of celebrations within diverse cultural context. Other special days will be recognized in a manner decided by the children. These may include, but are not limited to: - birthdays, Mother's Day, Father's Day; Australia Day; NAIDOC Week, Harmony Day, Earth Day etc.

We understand that not all families celebrate the above mentioned and any recognition or celebrations will respect this choice.

- You are welcome to bring in a shop bought (not home-made) treat that does not contain nuts and is at the discretion of the coordinator. Comprehensive discussion must occur prior, to ensure that the health and dietary needs of all children are considered.
- If you would prefer that your child NOT participate in such celebrations, please ensure you inform the services coordinator so alternate arrangements can be made. In this event, we will respect the rights and be sensitive to the feelings of any child. We will arrange alternate experiences for them ensuring they do not feel excluded.
- Families are encouraged to share with the Service their own beliefs, values and special celebrations so they can be included in the children's learning about cultural diversity.

Communicating Policy to Families, Children and Team Members

Information relating to the Celebrations Policy is communicated in the following ways: Newsletters, Family and Educators handbooks, team meetings and memos, planned experiences for the children, notice boards and posters, pamphlets and information sheets in the foyer, role modelling and signs displayed around the classrooms and Centre etc.

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MULTICULTURAL / RELIGIOUS BELIEFS

Ruby & Ollie's – Out of School Hours Care

AIM:

We strive to create a program that truly reflects the lives of our children, families, staff and community. We seek to recognise, appreciate and respect the uniqueness of each child. We strive to appreciate and acknowledge a wide variety of culture, ensuring that children learn about diversity and that all children feel that their own cultures are important and valued

METHOD:

We will provide:

- Opportunities for children to discuss and discover the ways in which all people are alike as well as different.
- An atmosphere that respects the cultural and social backgrounds of each child in care; instilling a sense of pride for their heritage.
- Equity for all children and families. They will be treated equally, fairly and with respect.
- A community that fosters high self-esteem and positive self-concepts in children.
- An environment that reflects the realities of a culture's past and present.
- Opportunities for children to talk to and play with people who appear different from them.
- Developmentally appropriate learning experiences across all curriculum areas that reflect the reality of our diverse cultures.
- Learning opportunities that embed a multicultural perspective in all areas of the environment; and introduces the children to other cultures.
- Background information on families will be asked for on the child's enrolment form to allow us to have an insight into the child and family's beliefs and values and to therefore meet a variety of needs more effectively
- Children with a positive experiences exploring similarities and differences.
- Parents will be asked to volunteer their time and resources to extend multicultural learning of children and staff
- Educators will advocate and support the maintenance of the family's home language in conjunction with their wishes
- A community that accepts each child as a unique individual.
- A community that encourages children to respect other cultures.
- An environment that encourages and supports families, through sharing knowledge and active participation.
- A place where various religious beliefs are respected and the family consulted to enable Educators to meet their needs within the program and daily routine
- All information regarding the Service can be made available in another language other than English on request
- Translation assistance can be offered to families who do not use English as their first language

Communicating Policy to Families, Children and Team Members

Information relating to the Multicultural / Religious Policy is communicated in the following ways: Newsletters, Family and Educators handbooks, team meetings and memos, planned experiences for the children, notice boards and posters, pamphlets and information sheets in the foyer, role modeling and signs displayed around the classrooms and centre etc.

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Sourced

Roots and Wings: Affirming Culture in Early Childhood Programs – by Stacey York; Saris and Skirts;
Gender Equity & Multiculturalism by G.Macnaughton
The Early Childhood Australia, *Code of Ethics*, September 2006