

1.01 Educational Curriculum Policy

INTRODUCTION

Cubby OOSH believes in setting the right program to maximise learning and tailoring a program to assist in setting up skills for life for the children within our care, which is why Cubby OOSH have crafted a specialised program. The program covers four key learning areas:

1. Creative
2. Stem
3. Physical
4. Team
5. Chill

This Program incorporates My Time our Place Framework (MTOP)

At Cubby OOSH we are also inspired by a child-led (Child-Directed) learning approach as our first approach for learning. The planned (Adult-Led) and spontaneous (Guided Play) learning experiences that the children engage in during their time at Cubby OOSH are an extension of the children's interests, strengths and emerging skills. This encompassing the: Integrated Teaching and Learning Approach module. Educators then observe children's behaviour and skills, and plan and create a curriculum from these gathered observations.



FIGURE 4: INTEGRATED TEACHING AND LEARNING APPROACHES

PURPOSE

Cubby OOSH goal is to observe and document children's development through learning stories (LDC only) and observations (OOSH). Provide developmentally stimulating child-led experiences to foster and extend on children's emerging skills and development. Involve families in the programming and implementation of experiences derived from their child's current needs and learning.

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SCOPE

The Curriculum refers to all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development. Cubby OOSH strives to ensure the Curriculum encompass the following:

- To ensure that the learning occurring is a child-led approach;
- To provide a curriculum that is created from children's current interests, emerging skills, needs, age and development and includes family input and spontaneous learning opportunities;
- To ensure the Educational Curriculum directly links My Time our Place Framework (MTOF), and Approved Frameworks under the EYLF – Victoria Early Years Learning and Development Framework (VEYLDF), which is designed to extend and enrich children's learning from birth to five years.

IMPLEMENTATION

Learning Stories (LDC only) and Observations:

- Educators will observe the children's interests, strengths and emerging skills and form the basis of the children's observations. These observations are used to encourage enquiry amongst the children and our educators and begins the enquiry process through a range of questions.
- Observations and learning stories (LDC only) of children are devised daily; both individual observations and group observations are complete by Qualified Educators with the support of all Team members within the service (Casual Team Members, ISS Workers, Trainee's, Occupational Therapists etc). Within these Observations, the child's learning is analysed, where Educators explore aspects of development by identifying spontaneous opportunities and the use of transition periods effectively as an intentional teaching moment.
- All observations and learning stories (LDC only) are documented within our Cubby OOSH App, with a range of means of documentation inclusive of: Written, Photos and Videos indicative of the learning occurring. Parents will have direct access at all times of their child's development through the App through various devices; such as, but not limited to: IPAD, Laptop and Smartphone. If families cannot gain access to an online platform, all observations and documentation regarding their child's development can be printed within the service, and accessible on the service's devices at all times.

Educational Program:

- A vast array of questions will form the basis of the educational program to extend the enquiry process. Each question will take its own course, with no time restriction on how long it is planned for. Cubby OOSH feels that this process will allow for more child-driven learning and relates to what is relevant at the current time.
- The Educational Program will be inclusive of, but not restricted to, Cubby OOSH Education for Life Program, in which the learning approaches be subject to the four pillars of the Program as stated above, ensuring our programs are broad and most beneficial to each child's individual learning.

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- The educational program is displayed at the family information section of the room as well as available on the Cubby OOSH App.
- We aim for your child to have a range of skills that enable them to cope in the school environment with minimal adult supervision. This includes going to the toilet by themselves, dressing and being able to follow a classroom routine (CCCH, 2005).

Learning Quest:

- The program questions are answered throughout the environment on table settings, indoor and outdoor learning spaces, educational teaching sessions, active environments, and creative learning experiences to continue the enquiry process.
- The resources provided are relevant and reflect the program. Ample age appropriate and open-ended materials are available for all children to aspects different learning opportunities such as self-help skills, decision making, turn taking and extensions.

Reflection and Evaluation:

- At the end of each educational program, the learning cycle is evaluated, including all children's involvement, voices, learning and input. It explores further opportunity for learning and the analysis of learning.
- A summary of the children's learning is documented, and the week's learning experiences will be evaluated and reflected upon. These summaries will explain the enquiry process followed in order to answer the questions.
- Children are invited to reflect with Educators on their learning, the program and aid in future planning.
- The summary of the evaluations and reflections can be found on the Cubby OOSH App.

Family Communication and Participation:

- We encourage all family involvement and input into every educational program and the learning experiences created and implemented at Cubby OOSH.
- Families are encouraged to discuss their child's learning and development on a daily basis during arrival and departure.
- Families have access to their child's learning stories, observations and the program through the Cubby OOSH App, and have access to their child's individual portfolios within their child's room.

Additional Information:

The appointed Educational Leader will monitor the documentation of children's development and the follow up of learning and extension, mentoring the Team Members and working cohesively to ensure our programs being delivered are current and of high standards.

- The Centre routine are clearly displayed within the service, all stating the routines are flexible, to be responsive in supporting children, rather than disrupting enjoyable/valuable play experiences.
- Indoor / Outdoor play is an integral part of our program, occurring daily and providing children the opportunity to maximise their learning, inquisitiveness, investigation and exploration.

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STATUTORY LEGISLATION & CARE CONSIDERATIONS

- [Education and Care Services National Law Act 2010](#)
 - Section 168 Offence relating to required programs
 - - Section 323 Approved learning framework
- [Education and Care Services National Regulations](#)
 - Regulation 73 Educational program
 - Regulation 74 Documenting of child assessments or evaluations for delivery of educational program
 - Regulation 75 Information about educational program to be kept available
 - Regulation 76 Information about educational program to be given to parents
 - Regulation 254 Declared approved learning framework
- [National Quality Standards](#)
 - Standard 1.1 Program
 - Standard 1.2 Practise
 - Standard 1.3 Assessment and Planning

SOURCES

- [My Time Our Place Framework](#)
- [ACECQA](#)
- Farr & Tone (1994) "Portfolio and Performance Assessment."
- Jones & Nimmo (1995) "Emergent Curriculum."
- Katz & Chard (2000) "Emerging Children's Minds: The Project Approach."
- Beaty, J. (1986) "Observing Development of the Young Child"
- Consultation with Relevant Stakeholders associated with Cubby OOSH Early Learning

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