

ELCs & OSHC Curriculum

Policy Statement

YMCA Educators are guided by the Early Years Learning Framework (EYLF) and The My Time Our Place (MTO), these documents are to underpin and reinforce their daily practice. The Frameworks form the foundation for ensuring that all children in YMCA Children's Services are experiencing quality teaching and learning within the curriculum.

Objectives

To outline clear procedures for planning and curriculum development for children

To ensure that the Early Years Learning Framework and the My Time Our Place Framework underpins educators practices.

To have a planning cycle that is followed and meets the requirements of the children and families. An educational leader is employed to assist in the development and guidance of the Curriculum planning cycle, The role of the educational leader is to work with educators to provide curriculum direction and to ensure children achieve the outcomes of the approved learning frameworks.

Documentation of learning endorses and validates the professionalism and quality of our programs and facilitates the evaluation of children's learning and education whilst in care.

The following guide is to ensure that there is quality and consistency across all programs:

- Ensure that documentation is clear, objective and meaningful
- Ensure it relates to both group and individual learning opportunities
- Ensure that all Documentation Is linked to the EYLF & MYTOP frameworks outcomes and principles
- Provides evidence of both intentional teaching and pedagogy

Procedures

In relation to principle and practice

The curriculum will:

- Reflect the YMCA philosophy and values of Honesty, Respect, Caring and Teamwork
- Integrate the EYLF or the MTO
- Be developed and displayed in YMCA Children's Services facilities
- Be evaluated on an ongoing basis to ensure quality practice
- Involve families in decision making in regard to their child's education
- Provide holistic play-based learning environments that foster the sense of belonging

In relation to children

The curriculum cycle will:

Provide opportunities to achieve the following learning outcomes outlined in the EYLF and the MTO.

Outcome 1: Children have a strong sense of identity.

Outcome 2: Children are connected with and contribute to their world.

Outcome 3: Children have a strong sense of wellbeing.

Outcome 4: Children are confident and involved learners.

Outcome 5: Children are effective communicators.

- Build upon children's interests and prior experiences

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Ref #	Owner	Internal/External	Approved	Last Amended	Status
NR09	Children Services Executive Manager	Internal	Nov 2008	Nov 2008	Approved

- Respect and consider all children’s opinions by providing opportunities for discussions and decision making regarding their learning
- Encourage children to actively participate in a variety of experiences
- Provide a balance of experiences including; indoor/outdoor, quiet/active, individual/group, planned/spontaneous, child initiated/adult intentional teaching
- Recognise the tasks of eating, toilet practices, dressing, and resting, as important learning opportunities. Children’s individual rhythm’s should be recognised and respected
- Be inclusive and flexible to meet all children’s individual interests, abilities and learning potential

In relation to families

The curriculum cycle will:

- Families are welcomed to contribute to the planning and curriculum cycle and its implementation
- Families are encouraged to share their children’s experiences with educators for curriculum development purposes
- Families will be approached in a variety of ways to discuss their children’s learning with educators
- Families are encouraged to provide feedback on curriculum
- Families will approach educators with respect to diversity, experience and knowledge

In relation to Communities

The curriculum cycle will:

- Develop a sense of belonging with people, country and community;
- Enable educators to plan experiences that reflect and acknowledge the values, traditions and beliefs of the families and community in which it is located
- Establish connections within the local and broader community in a variety of ways to enhance the learning opportunities. This includes inviting guests, making connections with local indigenous peoples, businesses and organisations, taking children on local walks/excursions.
- Provide opportunities for volunteers to participate in programs
- Establish a positive visual, known presence in the local and broader community

In relation to Educators

The curriculum cycle will:

- Will adopt, practice and implement the EYLF/MTOP to underpin curriculum planning cycle;
- Use the EYLF/MTOP learning outcomes which are designed to capture the integrated and complex learning of children as a guide to planning for children’s learning
- Identify children’s strengths and interests, choose appropriate teaching strategies and create the learning environment
- Plan and implement a curriculum based on children’s interests and learning potentials
- Carefully observe children’s learning to guide further curriculum planning
- Provide opportunities for uninterrupted play based learning individually and group play
- Curriculum planning will view children as capable and competent learners
- Encourage educators to include children to be actively involved in the planning, implementation and evaluation of the curriculum
- Build secure, respectful and reciprocal relationships with children
- Assist educators to facilitate, co-construct and scaffold children’s learning

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- Extend children’s learning based on their individual learning potentials
- Reflect and respect children and family diversities and integrate diverse practices in the curriculum where possible
- Show Collaboration between educators and families about their child’s experiences and achievements
- Involve families in the development of the curriculum by; Responding to their suggestions, Making their child’s portfolio/documentation of learning available for review and comment, Providing the opportunity for daily evaluation, questionnaires, family reflection sheets and via being open and available to families at all times
- Work collaboratively with families and the community to provide meaningful learning for children

Related Policies

Digital media
Sustainability
Family communication

Standard, Legislation, Supporting Documents

National Quality Framework, 2011
Education and Care Services National Regulations, 2011
Early Years Learning Framework, 2009
My Time Our Place 2011

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