

Oberon Children's Centre

Quality Area 1 NQS

Education Program and Practice

The education program and practice is stimulating, engaging and enhances children's learning and development. In services for children over preschool age the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

- ❖ Standard 1.1- An approved Learning Framework informs the development of a curriculum that enhances each child's learning and development.
- ❖ Standard 1.2- Educators and coordinators are focused, active and reflective in designing and delivering the program for each child.

Regulations Part 4.1 p93

Education Programs and Practice

- 73 Education Program (Element 1.1.1) Sub 2 the Education program is to contribute to the following outcomes for each child. Each child will;
 - a) Have a strong sense of identity
 - b) Be connected with and contribute to his or her world
 - c) Have strong sense of wellbeing
 - d) Be confident and involved learner
 - e) Be an effective communicator
- 74 Written records for each child
- 75 Outline of education program contents displayed for parents
- 76 Information for parents, re program in relation to their child and their participation

How does our centre meet the regulation requirements as above? (Elements 1.1.1, 1.2.1, 1.2.2 and 1.2.3)

- ❖ Respect and knowledge of our Philosophy
- ❖ Recognition of the individuality and uniqueness of each child (what we know, what we see and what information the parents pass on)
- ❖ Record and file Family survey/ Planning Partnership pro-forma
- ❖ Daily routine- 'A day at the Oberon Children's Centre'
 - Considering
 - The learning outcomes
 - Desired evidence
 - Educators role in the promotion of the desired learning outcomes

- ❖ Individual Children's records
 - a) Portfolio- containing work samples and individual achievements
 - b) Individual File (which will be added to child's portfolio) containing
 - Childs family survey
 - Photo format
 - Belongings, Being, Becoming learning story
 - School Readiness skills- observations format
- ❖ Daily Diary Observations (indoor & outdoor) noting children's participation, social interactions, learning both as individuals and in group situations
- ❖ Staff reflections on observations, children's knowledge and skills, individual needs requiring support. (Format for each child)
- ❖ Future planning
 - Teaching strategies
 - Intentional teaching
 - 1-1 support
 - Children's interest areas
- ❖ Flexible planning- Children and family program contribution format
- ❖ Parents are encouraged to discuss their child's progress and needs throughout each term
- ❖ Special consideration given to children with special needs and any support they may require
- ❖ Children's input- Consideration of the following;
 - How was your day?
 - What would you like to do/ learn next time you come to pre-school?
- ❖ Program information display board
- ❖ Review of program in monthly newsletter sent home