

Education, Curriculum & Learning Policy

Purpose

Peak Sports and Learning is committed to developing positive learning environments and guiding experiences for each child in conjunction with their family. Children and their families will be encouraged to participate in the ongoing process to promote engaged learning. Programs are developed through constant self-assessment, critical reflection, input from children, families and the school community and ongoing reviews of the educational program and the activities embedded in them. Parents, children and educators are constantly given opportunities to review and assess our program content and its delivery through feedback and continual professional development in the area of curriculum support with the My Time Our Place learning outcomes.

Considerations

Education and Care Services National Regulations	National Quality Standard/s	Other Service policies/documentation	Other
Regulations: 73 - 76	Quality Area 1 Educational Program and Practice Quality Area 3 Physical Environment Quality Area 6 Collaborative Partnerships with Families and Communities: Standard 6.1, element 6.1.2.	Interaction with Children Policy Excursion & On-site Activity Policy Nutrition, Food & Beverage Policy including Food Safety	My Time Our Place Outcomes 1-5.

Procedures

Rationale:

Peak Sports and Learning aims to work in accordance with the National Quality Framework and the My Time our Place Learning Outcomes and Quality Areas and the NSW Department of Education Curriculum and Syllabus. Our service is unique and like no other in NSW as we have qualified and training school teachers on staff. This allows our program to specifically target educational needs of children including language and literacy, mathematics, PDHPE and Creative Arts. The feedback received from parents is our program is beneficial to children's learning, social and emotional outcomes. Parents select our service as our program is catered for the needs of working parents who still require their children to be academically and physically supported through the tutoring and sports time our program is centered around. They are comforted in the fact that teachers or training teachers are those conducting these structured activities whilst their children are having fun participating in them!

Aim: Children are known as constructivists, which mean they learn by doing. They construct their knowledge through events, individual actions and exploration to discover their properties. Children are curious, active explorers who respond to the environment according to their understanding of it.

Having current Primary School Teachers on the staff at Peak Sports and Learning we believe that we have a deep understanding of how children learn. Having this understanding will allow us to better develop their children's, emotional, physical, thinking skills. Peak Sports and Learning's teachers are up to date on current educational philosophies and continually engage in professional development. This allows the children to be taught in an environment that provides the best possible opportunities.

At Peak Sports and Learning we will:

- Offer children a balance of structured and unstructured activities to choose from.
- Involve children in the decision making process.
- Evaluate to see what worked, what didn't work and how activities could be improved upon.
- Written evaluations will be filed for future reference and referral.
- Have a broad range of challenging, stimulating activities on offer.
- Cater for the different ages, genders, abilities and interests of the children.
- Take into account the indoor and outdoor space and equipment that is available.
- Offer opportunities for play and development that the children may not normally get at home.
- Utilise the different skills and talents of the staff members.
- Have a balance of indoor/outdoor, noisy/quiet, and active/passive activities.
- Recognise that children have been at school all day and want to relax and have fun.
- Artworks are displayed in an attractive way, so it can be seen by anyone who is interested.
- Provide opportunities for family members to be involved in the program – ask if they have a special interest or talent that can be utilised.

These factors are taken into consideration when programming for After School Care, Before School care and Vacation Care. Each of these approaches covers a range of motion that ensures a program is delivered well and successfully. The most important thing is that the children's needs are being met and these approaches ensure that all aspects of children's learning within our program are covered. These approaches are utilised in conjunction with the 'My Time Our Place Learning Outcomes' and the National Regulations and elements.

Version Control Table

Version Control	Date Released	Next Review	Approved by	Amendment
1	Jan 2014	March 2018	Directors	Amendments to procedures as needed annually.
2	March 2018	February 2020	Directors	Version Control table introduced. Rewritten and edited to reflect 2018 updated Quality Standards.
3	February 2020	February 2022	Directors	Small amendments to program development. Moved to new document review timeline.