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## OUR PHILOSOPHY

Bulimba State School OSHC acknowledges the Jagera and Turrbal people, the Traditional Owners of the land on which we have the privilege to play, learn and work on. Especially, we as a service, acknowledge and pay respect to their culture, their traditions and their elders and endeavour to embed their perspectives in all that we do. We do this as part of our ongoing commitment towards reconciliation.

At Bulimba State School Outside School Hours Care we:

- Embed First Nations perspectives and pay respect to their unique contributions and history by offering meaningful experiences that allow children to learn and share this knowledge.
- Offer children an opportunity to care for and learn about the environment and focus on sustainable practices and initiatives to build capacity of children as active participants in caring for the resources, land and environment.
- Are child initiated and based on meaningful documentation gathered from the interests and developmental needs of all children while promoting holistic development.
- Encourage children to be an active member of the community in which they live in order to be active, global citizens.
- Allow all children to express their opinions and have their views considered in decisions affecting them as stated in Article 12 of the United Nation's Convention on the Rights of the Child.

We nurture relationships that:

- Are respectful of individuals and reflect school, family values and cultural backgrounds.
- Promote open, transparent and honest communication between all members of our community which are positive in manner.
- Support families in a non-judgemental manner, adapting our service to meet their ever-changing needs, based on their feedback.
- Are holistic in nature through ongoing, open communication with members of the school community that ensure children and families are supported.

We empower our Educators to:

- Become respected members of our school community through collaborative endeavours with school staff.
- Participate in regular professional development and training to enhance their qualifications that is individually targeted on their differing strengths and weaknesses.
- Positively impact the service culture through meaningful contributions that improve the wellness of the team and OSHC community.
- Maintain a high level of care and supervision, building positive and rewarding relationships with children by taking the time to talk and interact with them on a deeper level

## OUR GOALS

Our goals are based on the outcomes for children as outlined in the 'My Time, Our Place' framework for school age care. Our goals are to encourage children to:

1. Have a strong sense of identity
2. Be connected with and contribute to their world
3. Have a strong sense of wellbeing
4. Be confident and involved learners
5. Be effective communicators



### REGGIO EMILIA APPROACH

*"The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences"*  
- Loris Malaguzzi (Founder of Reggio Emilia Early Education)

- A Self-guided curriculum where children are seen as capable and competent. The program is not pre-planned but instead is negotiated through emergent processes within a social context. Exploration and inquiry based play is essential and promotes a love of learning.

### EMERGENT PROGRAMMING

*"Curriculum is viewed as a 'child-initiated and educator framed' process.."* (Rhonda Livingstone, National Educational Leader)

Educators working within this approach strive to build on children's prior learning and current interests. Programming is inquiry and play-based and is responsive to children's interests, strengths and aspirations. It is meaningful, relevant and engaging for each child. Educators are intentional and seize 'teachable moments' in order to provoke new ideas and learning opportunities that challenge and extend children's existing understandings about the world.

### OUR PROGRAM

*Reggio Inspired - Emergent Program*

- **Our Image Of Child:** This impacts on how we interact and behave around them. It is difficult to act contrary to the internal image we have of children. At BULIMBA OSHC, "our image of child" can be summarised into three overarching themes: Children are curious and creative; children are capable and competent; children are resilient and determined.
- **The Environment:** We view our environment as the third teacher. One that affords freedom for children to construct their own learning. Our resources are chosen specifically to be flexible and accessible for all children. We strive to ensure that the physical space and resources interact with our curriculum and children's progression towards our learning goals and outcomes.
- **Collaboration And A Culture Of Research:** Educators become co-learners and co-constructors of knowledge. They listen with intent, document and reflect. They encourage children to wonder and think, providing stimulation and discovery through dialogue. Parent contribution and involvement is valued. At Bulimba OSHC, we emphasise open ended questions and gentle provocations.
- **Documentation As Communication:** This represents the thought processes, beliefs and assumptions that children bring to their work. It allows us to communicate with parents and the community, shows that children's time here is valued and is an effective tool for research, reflection, collaboration and decision making. At Bulimba OSHC, all educators contribute to documentation and critical reflection that informs our programming.

## Our Program

Our educational program is inspired by two main approaches; Reggio Emilia and Emergent Programming. The principles that we have borrowed from these approaches inform our decision making and allow us to support children in their progression towards our service goals.

# Our “Image of Child”

Our “Image of Child” was determined collaboratively by Educators. If we Think, Feel and Act in a way that is consistent with our “Image of Child” then we will consistently provide environments that support them in this way.

## Children are Creative and Curious

A creative act is a process of self-expression. These experiences allow children make sense of their world. They are able to express their feelings and develop the necessary skills to be able to identify and cope with emotions. Creative experiences also allow children to try out new ideas, ways of thinking and problem solving.

### Example Observation

*Today, as the topic of discussion was food and nutrition, a variety of play food and kitchen appliances were placed on a mat. As one child began engaging with these resources, this presented a play cue for others to join. The play frame that then ensued took on a few narratives; Mums and dads in the kitchen, cooking shows, restaurant play. All of which had story lines, rules, roles and explored feelings and themes that were entirely constructed by children.*

## Children are Capable and Competent

At the core of our beliefs are that children are capable and competent citizens. By having this belief, we act in a way that gives children autonomy and agency.

### Example Observation

*Children were given open ended resources such as boxes to construct with. There was no prescribed outcome and rather, the focus was on the process of creating. As children began to put things together and pull things apart with no set instructions, they became empowered to create their own stories and make sense of their own designs.*

## Children are Resilient and Determined

Children develop resilience by having their emotions validated. Through opportunities to try new things, partake in experiences that involve reasonable risks and natural consequences, and by exercising their agency and autonomy, we can support them to reframe challenges as short-term problems and opportunities for learning.

### Example Observation

*Children have been interested in 3D puzzles, and in particular a 197-piece Harry Potter Castle. As they work independently and in groups, they encounter many challenges associated with manipulating smaller pieces, colour and image matching and recognition, and visual and spatial awareness. Support from Educators close by to role model emotional regulation has helped them navigate frustrations so that they are able to persist and problem solve in order to complete the puzzle.*

# Your Role

## Our Team Mission

*“At Bulimba OSHC our team values respect, consistency and support. As intentional and professional educators, we demonstrate this through our actions and communication, which we model together for the children and each other.”*

We plan, implement and evaluate meaningful moments in detail, recording the play and learning experiences that were facilitated based upon the children’s ideas and interests.

Both individually and as a team, we discuss and critically reflect upon children’s play and learning experiences, working collaboratively and collegially to develop strategies to extend upon and improve the children’s experiences at OSHC and ensure our programming philosophy is being upheld.

As intentional educators and professional play facilitators, our team endeavors to ensure all children are safe, supported and happy in their time at OSHC and that we are constantly working towards quality improvement.

## Links to National Quality Framework

Our service operates under the approved learning framework, the Framework for School Aged Care in Australia (My Time Our Place) which supports the objectives and principles of the National Law and Regulations, including the National Quality Standards.

The Framework identifies a [shared vision, principles, practices and outcomes](#) for children and young people’s wellbeing, learning and development. These elements work together to inform decision making around the implementation of the framework.

We are also guided by the principles laid out in the United Nations Convention on the Rights of the Child. In particular, Article 31 which states that all children and young people have the right “to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts” (Article 31, UN, 2005, p.15)

## CYCLE OF PLANNING

As per our regulations, all Educators must be engaged in the cycle of planning. The Figure on page 5 outlines this process.

This cycle of planning is also imperative to the process of critical reflection. When we critically reflect, we determine who is advantaged and who is disadvantaged when we work in this way. Only through critical reflection can we move towards quality improvement.

*“Our task is to help children communicate with the world using all their potential, strengths and languages, and to overcome any obstacle presented by our culture” –  
Lorris Malaguzzi*

Useful resources:

[My Time Our Place Framework for School Age Care 2.0](#)

[Educators Guide to the Framework for School Age Care](#)

# Framework Planning Cycle

	<p><b>OBSERVE / Listen / Collect information</b></p> <p>Educators use a variety of methods to gather information on different aspects of children and young people's wellbeing, learning and development as they engage in planned and unplanned play and leisure experiences, participate in routines and interact with other children, young people and adults. Educators work together with children and young people to generate and record information that is relevant and meaningful to them and captures their ideas and interests across the whole curriculum.</p> <p>Educators notice, listen to and engage with children and young people's dispositions, curiosity, discoveries, theories, perspectives, knowledge, skills, involvements in play and leisure. Further, they observe children and young people's leadership of their own learning and contributions to the learning of others.</p> <p>Educators acknowledge and describe children and young people's capabilities and unique ways of engaging in leisure and play and developing a strong sense of identity, ensuring that children, young people and their families' voices are sought, heard and included.</p>
	<p><b>ASSESS / Analyse / Interpret learning</b></p> <p>Educators draw on their professional knowledge and theories to identify children and young people's strengths and capacities and consider these in relation to the outcomes and/or other assessment criteria.</p> <p>Educators draw on their knowledge and the expertise of the children and young people, families and communities they work with, to interpret their observations and collection of information.</p> <p>Educators assess and analyse play, leisure, learning and participation in a variety of ways. This is done for and with children and young people in consideration of diverse contexts and can be undertaken in the moment and over time. In particular, educators pay attention to children and young people's awareness of their own wellbeing and learning.</p>
	<p><b>PLAN / Design</b></p> <p>Educators' planning is inspired and informed by their thoughtful analysis of observations and conversations with children and young people. Using this analysis, they plan how to consolidate, enrich and extend wellbeing, learning and development through leisure and play experiences.</p> <p>Educators are intentional in their choice of appropriate experiences, strategies, content, resources, use of time, and their design of indoor and outdoor leisure and play environments. They consider the benefits of risk and challenges in experiences.</p> <p>Educators ensure relational and place-based pedagogies, which are at the core of planning meaningful leisure and play opportunities for individuals and groups. Plans are jointly constructed in collaboration with children and young people and recognising families as valuable/knowledgeable sources of information. Plans are differentiated to maximise opportunities for all children and young people's wellbeing, learning and development. Children and young people's views are visible in the program plan.</p>
	<p><b>IMPLEMENT / Enact</b></p> <p>Implementation is where the plans turn into action.</p> <p>Educators enact and extend play and leisure activities that are both active and passive, structured and spontaneous, include mealtimes, personal care routines, and indoor and outdoor environments.</p> <p>Educators interact and respond collaboratively and thoughtfully, using pedagogical strategies to engage children and young people in inclusive play and leisure experiences. Educators support secure relationships with and among children and young people. They provide feedback to strengthen social interaction and wellbeing.</p>
	<p><b>EVALUATE / Critically reflect</b></p> <p>Educators collaborate with children and young people to evaluate their implementation of plans. Educators consider how meaningful and effective the plans have been for children and young people's learning, development and wellbeing, giving consideration to children and young people's cultural and linguistic identities and diverse capabilities.</p> <p>Evaluation is a time of critical reflection to consider 'What worked well and why?', 'What didn't work?', 'What were the benefits?', 'What will I do differently next time?' and 'How can children and young people's wellbeing and learning be further extended?' Critical reflection is a powerful tool for educators to consider the learning possibilities moving forward.</p> <p>Educators' evaluation also identify areas for information sharing with colleagues and professional learning that will improve curriculum processes and practices.</p>



*My Time, Our Place – Framework for School Age Care in Australia – V2.0, 2022, pg. 30-31*

# Documentation

1. Contribute to the programming mind map by:
  - a) Noting down what you observed about children or children's play
  - b) The significance of this to children's learning and development – This is a great opportunity to draw on theory, research and the principles, practices and outcomes of the My Time Our Place Learning framework.
  - c) How you will extend on these observations using the pedagogical practices of the framework in order to further progress towards the learning outcomes for children. Include specific ideas, resources and support that may be needed.
  - d) Contribute to other ideas, ask questions, offer provocations.

Our programming mind map is a tool that we use to display, generate, visualise, structure and reflect on the ideas, strengths, interests and needs of our children, educators and wider community. It is intended to provide an insight into the everyday workings of our programming cycle. It can be accessed by all educators, families and children. Elements of the mind map are further reflected upon and unpacked during team huddles and meetings and can be used to further inform decision making and programming.

2. Participate in a fortnightly 'Think Tank'. This will involve collaborative discussions around different themes. These may include but are not limited to:
  - Quality Improvement Plan self-assessment
  - Unpacking of observation mind map
  - Policy reviews
  - Portfolio leadership
  - Provocations related to professional and personal development
3. Use your programming journal to document the following:
  - a. **Ideas to Explore:** A space to download your thoughts
  - b. **Term Project:** Plan and facilitate at least one project/experience each term that is based on children's ideas/interests/strengths/need
  - c. **Programming Evaluation:** Critically reflect on activity and experience, how they maximise outcomes for children and how this can be extended. Here we will make links to My Time Our Place and our Image of Child.

4. Moments that Matter: Share a positive moment or observation of a child using the QR code on Page 9. The purpose of these stories is to highlight both big and little moments that can be shared with the child and their families.
5. During **Vacation care** there will be a requirement to complete a learning story for each day that you have organised. These stories will be shared on social media and filed electronically, and may be created via a platform/medium of your choice e.g., Snapform, Canva, email, photo story etc.
6. Participate in Portfolio Groups as either a member or a leader (see pg. 7)

*"I observe you, and while I observe you, I "capture" you, I interpret you. But at the same time, I also modify my own knowledge. So, observation is not only an individual action but also a reciprocal relationship. It is an action, a relationship, a process that makes us aware of what is happening around us"*

*- Carlina Rinaldi*

*"Observe and listen to children because when they ask "why?" they are not simply asking for the answer from you. They are requesting the courage to find a collection of possible answers" – Loris Malaguzzi*

# Portfolio Leadership

The aim of Quality Area 4 under the National Quality Standard is to ensure the provision of qualified and experienced educators who are able to develop warm, respectful and reciprocal relationships with children, and to create a safe and stimulating environment that encourages children's active engagement in all aspects of the program.

Portfolio leadership is one way in which we are able to meet this goal.

Each Educator is encouraged to join and/or lead a Portfolio group. These groups are created based on the interests of the educators and reflect the needs and ideas of children and the service.

## Current Portfolio Groups:

The Arts

Community Engagement

Induction and Transition

Sportfolio

Sustainability

Well-Being

## Portfolio group expectations

- Each Portfolio must have a Portfolio Leader.
- Members of each portfolio will collaborate with each other, children and the Educational Leader to plan, implement and evaluate programs related to the intention of their portfolio.
- Members are required to look at the special events spreadsheet provided by the Educational Leader and develop experiences that are relevant to their portfolio and will support the overall program.
- A copy of the Bulimba State School curriculum overview will be provided each Portfolio to determine cross-curricular collaboration opportunities.
- Provisions for additional non-contact time, resources etc. will be provided upon approval from the Educational Leader.
- Members are actively encouraged to pursue ongoing professional development and to communicate opportunities with the Educational Leader. A meeting prior to training will be held to discuss intentions and an evaluation will occur post training to determine actions moving forward and any additional support needed.
- A whole group planning and evaluation meeting will take place once a term with the Educational Leader.
- All planning and evaluation documents are to be kept on-site in the Portfolio Group Folder.

*"It is through others that we develop into ourselves" – Vygotsky, 1981, p.161*

*"Our job is too difficult and too beautiful to do alone" – Amelia Gambetti, Reggio Emilia, April 2015*

*"Play facilitation is the science and art of fuelling children's engaged learning in play. A good facilitator inspires play, creates space and time for many kinds of playful activities, and adapts his or her role to match where children are as they take on new challenges" – Jensen, et al., 2019, p.5)*

# Critical Reflection

It might be helpful to remember the following framework:

## WHAT?

What happened?

## SO WHAT?

Why is this significant and how does it relate to our learning framework or contemporary research and theory?

## WHAT NEXT?

What can we do to extend on this learning?

*“We do not learn from experience... We learn from reflecting on experience” –*

*John Dewey*

Critical reflection means regularly identifying and exploring our own thoughts, feelings, and experiences and then making a decision about how they fit in with the ideas, concepts, and theories that you are aware of, learning more about or others have been discussing and sharing.

Use the critical reflection process to identify how you may be able to reconsider your own perspective and see the world through the lens of another, ultimately improving and developing your own practice in the pursuit of ensuring positive outcomes for all children.

## Questions to ask during the process of critical reflection

My Own Experiences and Knowledge:

- How do my values influence my response to events and experiences?
- In what ways are my choices influenced by the expectations of the service and fellow educators?
- Who is advantaged and disadvantaged when I work in this way?

Experiences and Knowledge of Others

- What are my understandings of each child?
- In what ways have I considered perspectives of the families and the child?
- How are other children impacted by this event?
- How are fellow educators impacted by this event?

Literature and Theorists

- Are there theories or contemporary research that can help me understand better what I have observed and experienced?
- Does this view apply to all children? Consider cultural and religious differences
- What other theories or literature provide me with different viewpoints and how will this impact by decision making?

What happened? How did it make you feel? What impact did this have on you, the children or other stakeholders? What actions will you put in place moving forward? What additional support will you need?



# Additional Information

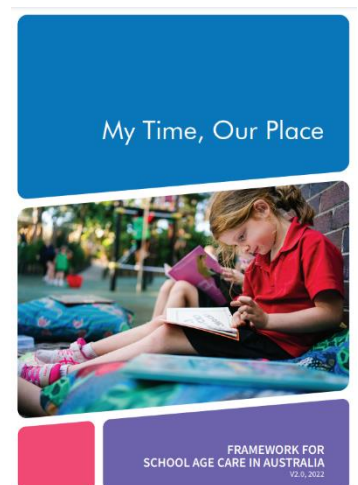
## Moments that Matter

<https://bulimbasspampcassociationshc.snapforms.com.au/form/moments-that-matter>



## My Time Our Place V2.0

<https://www.acecqa.gov.au/sites/default/files/2023-01/MTOP-V2.0.pdf>



**Please Join our Facebook group for further professional inquiry**

Bulimba OSHC Educators - <https://www.facebook.com/groups/855481118236074/>

