

Educational Direction

At WEMOOSH, we utilise several educational tools to support the development of the written program, including, but not limited to:

- The *My Time, Our Place* (MTO) learning framework.
- The WEMOOSH Philosophy.
- The Emergent Curriculum.
- Our Educators.
- Howard Gardener's Theory of Multiple Intelligences
- Lee Vygotsky's Theory of Social Development
- Bob Hughes Taxonomy of Play
- 8 Ways of Teaching

Purpose

Our written program is not a rigid set of activities assigned to educators to implement. Instead, all educators program, resource, and reflect on their own activities. This policy provides a framework based around peer-reviewed pedagogical practices that allows educators to maintain a clear focus on play as central to their program.

Image of the Child

Children are viewed as competent, curious, full of knowledge, potential, and interested in connecting to the world around them. Educators are deeply aware of children's potential and construct all their work and environment of the children's experience to respond appropriately.

The United Nations Convention on the Rights of the Child (CRC) is an international treaty that establishes fundamental rights for children worldwide. It includes rights to survival, protection, participation, education, health, identity, play, family life, non-discrimination, and freedom of expression. The CRC emphasizes children's individuality and mandates governments to uphold and protect these rights, ensuring their well-being and development.

The Environment

The space within the school or the environment is considered the third teacher. Educators intentionally organise, support and plan for various spaces for children. The daily schedules are planned to ensure that there is a balance between individual, small and large group activities, child directed and educator-initiated activity and indoor and outdoor experiences.

The Three Subjects of Education: Children, Families and Educators

For children to learn, their well-being must be guaranteed; such well-being is connected with the wellbeing of families and caretakers and Educators. Children, families, caretakers, and educators have rights; the right to safety, care and welfare, the right to be involved and the right to grow professionally.

The Power of Documentation

Documentation is a means to collect information, observations, and learning. It can be in the form of observations, photography, video, conversation transcripts and/or visual mediums like paint, wire, clay or drawing materials. Educators use documentation to identify strengths, ideas, and next steps to support learning. We also use WEMOOSH TV as a means of celebration and reflection.

Emergent Curriculum

Emergent Curriculum is a way of teaching and learning that requires educators to observe and listen to the children. Educators ask questions and listen for the children's ideas, hypotheses, and theories. After observing children in action, the educators compare, discuss, and interpret their observations.

Educators plan activities, studies, and long-term projects in the OOSH environment based on their observations.

Educators collaborate with children and the exchange of theories is referred to as the Cycle of Inquiry. Educators use their interpretations, intentions, and goals (social, emotional, and academic) to make choices that they share with children. Learning is seen not as a linear process but as a spiraling progression. As part of

this process, the children are guided by the OOSH educators. The Emergent Curriculum is guided through Themes, Intentional Teaching, and Goals. Families and caretakers have an intrinsic role within this cycle, informing policy and programs and providing critical reflection and feedback that helps us grow.

WEMOOSH is structured to implement intentional teaching:

- Term 1: Social and Emotional interactions
Autumn Vacation Care: Visual art
- Term 2: The World and its People
Winter Vacation Care: Drama and Music
- Term 3: History, Past, Present and Future
Spring Vacation Care: Science
- Term 4: Global Festivals
Summer Vacation Care: Sport

Global Citizenship

Global citizenship refers to the awareness, understanding, and active engagement in addressing global issues and challenges. It involves recognizing that individuals are interconnected with people from various cultural, social, and geographic backgrounds, and that their actions have implications beyond their immediate communities. Global citizens are committed to promoting social justice, environmental sustainability, and cultural diversity on a global scale.

Encouraging global citizenship involves fostering a sense of responsibility and empathy for the world. Children's global citizenship is promoted through:

- **Education:** Incorporate global perspectives into curricula, teaching about international issues, cultures, and interconnectedness. Encourage critical thinking and discussions on global challenges.
- **Cultural Awareness:** Teach respect for cultural differences and celebrate diversity. Expose students to different cultures, traditions, and viewpoints to foster open-mindedness.
- **Service Learning:** Engage students in projects that address global issues, such as poverty, climate change, or human rights. Connect classroom learning to real-world action.
- **Multilingualism:** Encourage the learning of languages spoken in different parts of the world, enhancing communication, and understanding across cultures.
- **Technology:** Use technology to connect students with peers from around the world, promoting cross-cultural dialogue and collaboration.
- **Field Trips and Exchanges:** Organize trips or student exchanges to different countries, providing firsthand experiences of diverse cultures and global challenges.
- **Community Engagement:** Partner with local organizations focused on global issues. Involve students in community service initiatives that have a global impact.
- **Modeling Global Citizenship:** Teachers and educational institutions can lead by example, demonstrating values such as empathy, compassion, and responsible consumption.
- **Media Literacy:** Teach students to critically evaluate global news and media, helping them understand different perspectives and recognize biases.
- **Global Awareness Days:** Mark important global awareness days, such as Earth Day, World Humanitarian Day, and International Day of Peace, to initiate discussions and activities.
- **Sustainable Practices:** Educate about sustainable living and consumption patterns that consider the global impact on resources and the environment.
- **Empathy-Building Activities:** Engage children in activities that help them understand the challenges faced by people in different parts of the world, fostering empathy and a sense of shared responsibility.

The aforementioned practices are framed by the termly themes and are designed in accordance to critical reflection and children's voice and interests as observed with staff.

The Role of the Educators

The image of the child shapes the role of the educators and involves four major components.

Educators are:

- **Co-constructors:** partners, guides, nurtures, solves problems, learns, and hypothesizers.
- **Researchers:** learns, observes, revisits.
- **Documenters:** listens, records, displays, revisits.

- **Advocates for children:** involved in the community, politics relating to children, allow and open pathways for children's voices to be heard and present work to other educators and community members.

The Role of Families and Caretakers

Families/caretakers are an essential component of the centre. They are an active part of their children's learning experiences and help to ensure the welfare of all the children in the centre. All families and caretakers are members of the Family Team.

Programmed Activities

Programmed activities provide the backbone of the children's and educators' learning experiences. They are based on the strong convictions that learning by doing is of great importance and that to discuss in group and to revisit ideas and experiences is the premier way of learning. Project ideas come from experiences of the children and educators, a chance event or problem posed.

Other theorists that influence the Program include:

Howard Gardner's Theory of Multiple Intelligences

Howard Gardner's theory of multiple intelligences suggests that there are different types of intelligence that individuals possess, and each person may excel in one or more of these areas. The theory proposes the following eight intelligences:

1. **Linguistic Intelligence:** The ability to use language effectively, including listening, speaking, reading, and writing. People with linguistic intelligence excel in communication and often become writers, poets, or public speakers.
2. **Logical-Mathematical Intelligence:** The capacity for logical reasoning, problem-solving, and mathematical thinking. Individuals with this intelligence tend to excel in mathematics, science, and analytical fields.
3. **Spatial Intelligence:** The ability to perceive and understand the visual-spatial world. People with spatial intelligence are skilled at interpreting and creating visual images and often become artists, architects, or engineers.
4. **Musical Intelligence:** The capacity to understand and create music, including rhythm, pitch, and melody. Individuals with musical intelligence may become musicians, composers, or music teachers.
5. **Bodily-Kinesthetic Intelligence:** The ability to control and coordinate body movements effectively. People with bodily-kinesthetic intelligence excel in physical activities and may pursue careers in sports, dance, or acting.
6. **Interpersonal Intelligence:** The capability to understand and relate well to others, including empathy and social skills. Individuals with interpersonal intelligence are skilled in communication and often become teachers, counselors, or leaders.
7. **Intrapersonal Intelligence:** The capacity for self-awareness and understanding one's own emotions, thoughts, and motivations. People with intrapersonal intelligence are reflective and introspective, making them good psychologists, philosophers, or spiritual leaders.
8. **Naturalistic Intelligence:** The ability to recognize and categorize patterns in nature and understand the natural world. Individuals with naturalistic intelligence may excel in biology, environmental science, or gardening.

Lev Vygotsky's theory of Social Development.

Vygotsky's sociocultural theory emphasizes the role of social interactions, cultural tools, and the Zone of Proximal Development (ZPD) in a child's cognitive development. The ZPD is the difference between what a child can do alone and what they can achieve with help. Scaffolding provides temporary support to aid learning within the ZPD. Social interactions, language, and play crucial roles in shaping a child's thinking and problem-solving abilities. Vygotsky's theory underscores the interactive nature of learning and the importance of social and cultural influences in a child's development.

Bob Hughes' Taxonomy of play

Play theorist Bob Hughes vies play as a fundamental and essential part of human development. His "Taxonomy of Play" identifies 16 different types of play that children display in normal play development.

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| <i>Symbolic play</i> | E.g., when a stick becomes a horse. |
| <i>Rough and tumble play</i> | Play fighting. |
| <i>Socio-dramatic play</i> | Social drama. |
| <i>Social play</i> | Playing with rules and societal structures. |
| <i>Creative play</i> | Construction and creation. |
| <i>Communications play</i> | E.g., words, jokes, acting, body and sign languages, facial expressions |
| <i>Dramatic play</i> | Performing or playing with situations that are not personal or domestic, e.g., playing "Harry Potter". |
| <i>Deep play</i> | Risky experiences that confront fear. |
| <i>Exploratory play</i> | Manipulating, experimenting. |
| <i>Fantasy play</i> | Rearranges the world in the child's fantastical way. |
| <i>Imaginative play</i> | Pretending. |
| <i>Locomotive play</i> | Chasing, swinging, climbing, playing with the movements of your body. |
| <i>Mastery play</i> | I.e., Lighting fires, digging holes, games of elemental control. |
| <i>Object play</i> | Playing with objects and exploring their uses and potential. |
| <i>Recapitulative play</i> | Carrying forward the evolutionary deeds of becoming human, e.g., dressing up with paints and masks, damming streams, growing food. |
| <i>Role play</i> | Exploring other ways of being, e.g., pretending to drive a bus or be a policeman or use a telephone. |

8 Aboriginal Ways of Teaching

The "8 Aboriginal Ways of Teaching" framework is a model developed by Gawaian Bodkin-Andrews and Linda Burrows that incorporates Indigenous Australian perspectives and ways of learning into the teaching process. This framework aims to enhance engagement and educational outcomes for Indigenous students while also benefiting all students. The eight ways are:

Story Sharing: Sharing personal stories, cultural narratives, and experiences to connect with students and convey knowledge.

Learning Maps: Creating visual representations or diagrams that help students visualize concepts, relationships, and ideas.

Nonverbal: Incorporating nonverbal communication, body language, and visual cues to convey information.

Symbols and Images: Utilizing symbols, images, and visual metaphors to communicate complex ideas and concepts.

Land Links: Connecting learning to the land, environment, and nature to foster a deeper understanding of cultural and ecological relationships.

Non-linear: Embracing non-linear thinking and presentation styles that may differ from traditional linear structures.

Deconstruct/Reconstruct: Breaking down complex ideas and reconstructing them in meaningful ways to enhance comprehension.

Community Links: Connecting classroom learning to the broader community, including families, Elders, and local cultural contexts.

The "8 Ways of Teaching" framework emphasizes cultural inclusivity and acknowledges diverse learning styles, promoting a holistic and culturally relevant educational experience.

| Education and Care Services National Regulations | National Quality Standard | Other Service policies/documentation | Other |
|--|---------------------------|---|--|
| | Quality area 1, 5, 6 | Providing a Child Safe Environments Interactions with Children Enrolment and Orientation Child Protection Code of Behaviour | My Time, Our Place UN Rights of the Child 8 Aboriginal Ways of Learning Bob Hughes - A Playworkers Taxonomy of Play Types Lev Vygotsky Theory of Child Development Howard Gardners Theory of Multiple Intelligences |

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