

YEAR 4 LEADERS

Alissa is the Year 4 Group Leader and has been at Funhouse and involved with this group for many years now. Unfortunately this year we have had to say farewell to Carla who was the Year 4 Group Leader Assist. We thank her for being a fantastic support to the Year 4 children! Keep an eye on to see who will be joining the Year 4 Team this year!

A note from Alissa: I would very much like to welcome all parents to view what Term 1 looked like for Year 4 at Funhouse! We had lots of exciting plans for this term and have a lot more planned for 2022!



Alissa

OUR FRAMEWORK

National Quality Standard 1: Educational Program and Practice

NATIONAL QUALITY STANDARD		Descriptor
QA1		Educational program and practice
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.

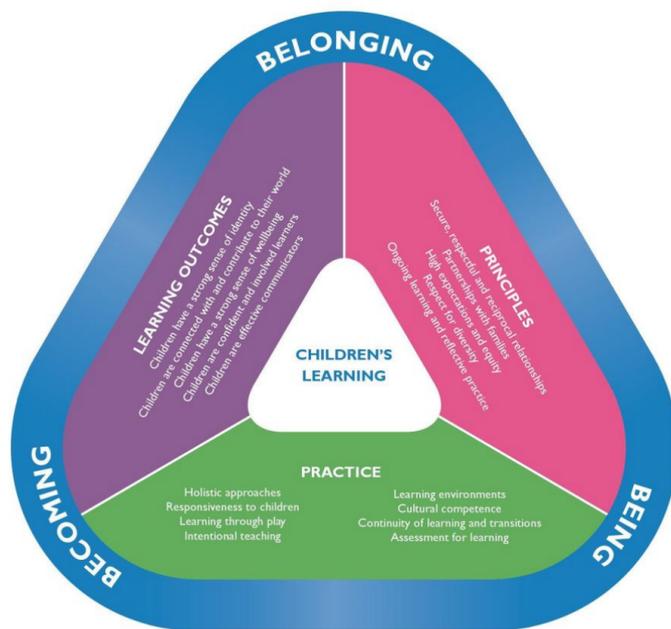
YEAR 4 GOALS

Goals for Year 4, Term 1 2022:

- Continue to promote each child's agency, enabling them to make choices and decisions that influence events and their world (NQS, Quality Area 1.2.3: child directed learning).

Figure 1: Elements of the Framework for School Age Care

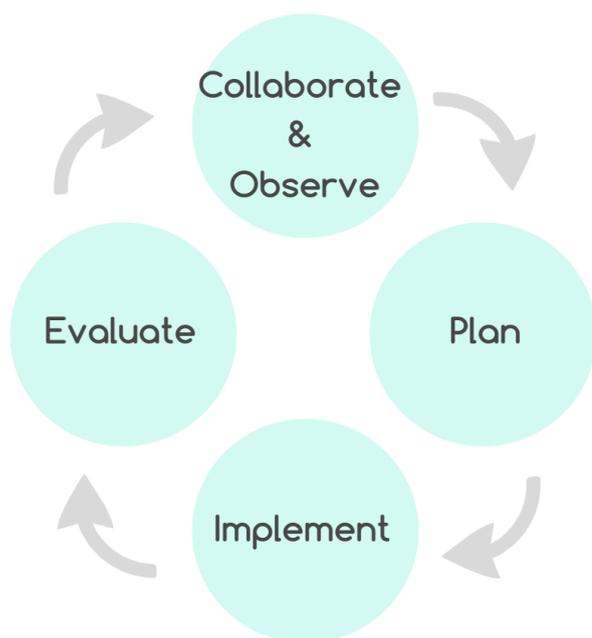
This figure is a diagram showing the relationship between outcomes, principles and practice which centres on children's learning. The three themes of Belonging, Being and Becoming are included, thereby overlapping all of these elements.



Approved Learning Framework: My Time Our Place

PLANNING CYCLE

OUR PLANNING CYCLE



ABOUT THE PLANNING CYCLE

This tool is used for educators to:

- Plan effectively for children's current and future learning/wellbeing
- Communicate about children's learning and progress
- Determine the extent to which all children are progressing toward realising learning outcomes
- Evaluate the effectiveness of learning opportunities, environments and experiences offered and the approaches taken to enable children's learning/wellbeing
- Reflect on pedagogy that will suit our context and our children

COLLABORATE AND OBSERVE

As Year 4 transitioned into a more senior role within both the school and Funhouse, Group Leaders have observed their need to participate in decision making that influences their own lives. This is especially evident as while the Year 4 children in the Kids Council began to get involved in making decisions which affected Funhouse as a whole, other Year 4 children showed their passion and willingness to be involved in decisions which relate to our program and every day running of the centre. All children are able to be involved in these decisions as the program relates to all things we do at Funhouse for the children. However, Year 4 were very interested in planning and coming up with ideas for our every day experiences.

It has also been observed that Year 4 continue to have a huge passion for technology. Whether it is used to play games or to learn, technology is a big part of many of the children's lives.

PLAN

Group Leaders plan to get Year 4 more involved in the program and their special events. Group Leaders plan to share how the program has evolved and how Year 4 can be involved in the new planning procedures at Funhouse. Group Leaders also plan to explore the concept of autonomy with the Year 4 children. This is a concept that we hope the children will carry throughout the remainder of their time at Funhouse, as well as in the future.

Alongside the initial goal set for Year 4 and our observations, Groups Leaders spent some time with the group, reflecting on their needs and desires for the term. Through this collaboration, we were able to brainstorm which special events we wanted to run. These ultimately included:

- special afternoon tea: brownies and zooper doopers
- technology time: computers and Wii
- back playground: connection to nature and use of play equipment
- outdoor games: tug of war, pool noodle games and spray bottles



IMPLEMENT

Group Leaders spent some time with Year 4 to let them know about the changes to the Funhouse program and how they can influence and have a say in what takes place at Funhouse. This involves being able to contribute to the program, choosing activities, as well as collaborating with the Group Leaders to decide what activities will be run for events.

To ensure the smooth running of our events, Group Leaders made sure to network with supervisors and utilise the support of other staff to carry out our activities. Additionally, Group Leaders made sure that all necessary resources were available for our scheduled and spontaneous activities.

EVALUATE

The initial plan to inspire the concept of autonomy amongst the children was made in line with observations of the group and their needs. This goal and the subsequent planning was successful for the term, however, is an ongoing commitment which should be embedded each term moving forward.

By enabling Year 4 to be involved in the planning processes, we were able to ensure each event was a meaningful and enriching experience. Our planned activities were created in an attempt to reflect our year group's needs, and curated according to guidelines from Funhouse and parent expectations.



YEAR 4 EVENTS

This term, we continued to adopt a planned and reflective approach when designing and delivering our program for Year 4. This approach involved supporting and viewing Year 4 as capable, competent people with agency who have the ability to make choices and decisions. This process involved collaboration and teamwork.

SPECIAL AFTERNOON TEA

To begin our special events this term, a special afternoon tea was planned in collaboration with our Year 4 children. The group was excited to spend some time with one another enjoying Funhouse's ooey gooey brownies and zooper doopers. The idea to have this food came about after a group of children collectively suggested the recipe. This links to MTOP Learning Outcome 3: children become strong in their social and emotional wellbeing.



TECHNOLOGY TIME

Upon reflection of the children's interest in technology, as well as their vote to have technology time this term, the children were able to play on our computers as well as take turns on the Wii (NQS QA1.2.3). Year 4 really loved this experience! Some of the most popular games at the moment are Minecraft on the computer as well as Mario Kart on the Wii.



CONNECTING WITH NATURE

In collaboration with our Reconciliation Action Plan (RAP), one of the experiences our children participated in involved connecting with nature in the back playground. During this time, the children were able to appreciate the nature which surrounds Funhouse and get some fresh air as they walked on the grounds initially inhabited by the Dharug People. This experience specifically relates to MTOP learning outcome 2 as children are connected with and contribute to their world as they spent time connecting both with one another and also the world which surrounds us.



OUTDOOR GAMES

To keep active at Funhouse, Group Leaders organised an outdoors sports event which involved a number of sports games selected by the children. This included pool noodle fights, tug of war and spray bottles (it was a hot day!).

Children on this day were able to take increasing responsibility for their own health and physical wellbeing as they got involved in the games (Outcome 3.2: children have a strong sense of wellbeing). The children were also able to spark some friendly competition with one another which resulted in many games of tug of war, including some involving the Group Leaders! Although the Group Leaders gave it their all, they were unfortunate enough to lose against the mighty Year 4s.



FUTURE PLANNING

As Year 4 continues on their journey this year, we will continue to support the children in developing their autonomy as well as being involved in decisions which affect their lives.

Keep an eye out for announcements relating to our new program!

KEEN TO KNOW MORE OR WANT TO GET INVOLVED?

Alissa is looking forward to 2022 Year 4s. If you would like to discuss goals for your child, or have suggestions, you are always welcome to talk to us at the center if we are available, otherwise send us an email at:
info@castlehillfunhouse.com.au

