

YEAR 3 TERM 4

YEAR 3 LEADERS

Alissa and Carla have been at Funhouse and involved with this group collectively for many years now. Alissa is the Year 3 Group Leader and Carla is the Year 3 Group Leader Assist. We would very much like to welcome all parents to Term 4 at Funhouse! We had lots of exciting plans for this term and for 2021 and are excited to share what we got up to at Funhouse.



Alissa



Carla

OUR FRAMEWORK

National Quality Standard 1: Educational Program and Practice

NATIONAL QUALITY STANDARD		
Concept	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.

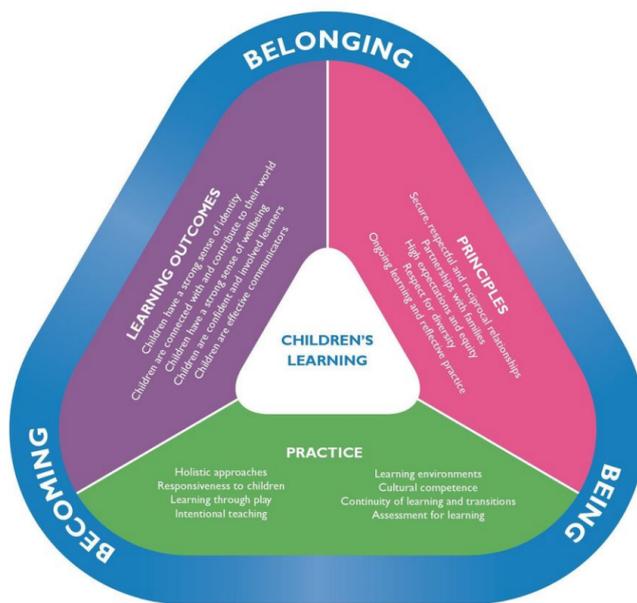
YEAR 3 GOALS

After a challenging and distant Term 3 consisting mostly of lockdown, we were very much looking forward to reconnecting with our children. Here are our goals and aims for Term 4, 2021:

- Continue to assist Year 3 to express their feelings and emotions in a positive and productive way (MTOPL Learning Outcome 3: Children become strong in their social and emotional wellbeing).
- Continue to assist Year 3 to build connections and maintain relationships with their peers as they return to school and Funhouse (MTOPL Learning Outcome 5: Children are effective communicators).

Figure 1: Elements of the Framework for School Age Care

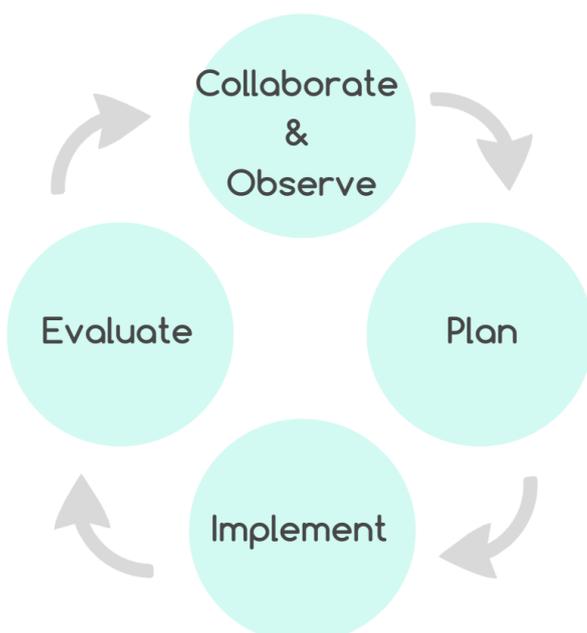
This figure is a diagram showing the relationship between outcomes, principles and practice which centres on children's learning. The three themes of Belonging, Being and Becoming are included, thereby overlapping all of these elements.



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

Group leaders have observed the need for children to feel safe and confident in their emotions. After a lot of change over the year, it was important for Group Leaders to nourish this goal and ensure that Year 3 knew that staff were available for them to open up and assist them to express and understand their emotions.

Due to the impact of COVID-19 this year, Year 3 (amongst many other children and adults) had a total lack of power and control. From this experience, Group Leaders have observed the importance of children needing to express their needs, freedom of choice and ability to make decisions. A lack of power for children is extremely disheartening as this is a time for them to explore, create and discover. Group Leaders want to give the power back to the children this term which can be seen through the children's choice in year group events.

PLAN

Group leaders plan to check in with the Year 3 children throughout the term, spending time to see how they are. These 'check ins' will be a time to reflect on home or school learning during COVID, but also how they are going emotionally.

Groups leaders spent some time with the Year 3 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: chicken nuggets, fruit and cupcakes
- cupcake decorating: kitchen experience
- fete day contribution: year 3 groups leaders running an ice cream bar



IMPLEMENT

When Group Leaders had the opportunity, they would ensure they were on Year 3 roll. Although roll call does not go for a long time, it was quality time the group could spend with their leaders. Throughout each session, Group Leaders would also make a conscious effort to seek out Year 3 children to catch up with them, see how they're going and make sure that they knew we were available to talk.

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

This process gave Group Leaders the chance to reach out and connect with all the children we did not get to see during the lockdown period, as well as re-connect with the children who still attended over this time. Building connections is a vital task for all staff at Funhouse and was an extremely intentional task for us as children were able to rely on Group Leaders for support and group leaders were able to stay informed and offer assistance when needed.

By enabling Year 3 to be involved in the planning process, 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.

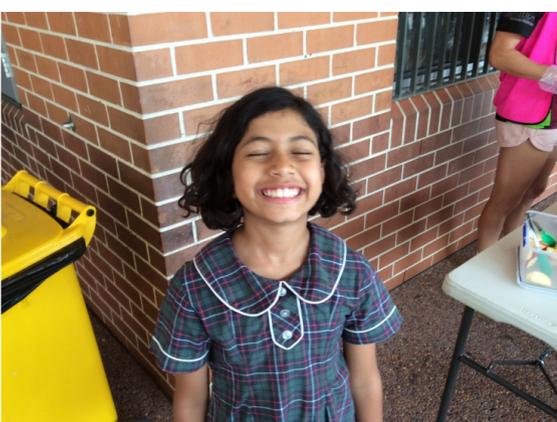


YEAR 3 EVENTS

This term, we continued to adopt a planned and reflective approach when designing and delivering our program for Year 3. This approach involved supporting and viewing Year 3 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 3 children. The group was excited to spend some time with one another enjoying some nuggets and cupcakes. The idea to have this food came about after surveying the children which was done to involve the group in decisions which affected them. This links to MTOP Learning Outcome 3: children become strong in their social and emotional wellbeing.



CUPCAKE MANIA

This event involved loads of free choice, decision making and FUN! One by one, the children were able to collect their cupcake and add whichever topping they would like. This showed great autonomy and confidence in the children's abilities to make choices for themselves, linking specifically to MTOP Learning Outcome 5: children are effective communicators. This event was very successful and will be done again in the future.



FETE DAY

To celebrate the end of the term, all Group Leaders organised a special activity to take place on our Funhouse Fete Day! Year 3 organised their very own ice cream bar, but was also able to spend time getting their face painted, hair sprayed playing water games and more! Cupcakes were able to be hand decorated, children were able to top their ice creams with their choice of candy and chocolate toppings, everything from puppies to candy canes were able to be painted on faces and water play was very refreshing in the humid weather.

This day gave the children the ability to choose between a wide variety of activities and thus allowed for great freedom of choice and agency.

"It was the best - it should be fete day everyday"- a few Year 3 students.



FUTURE PLANNING

As our Year 3s move into Year 4 next year, we will continue to assist the group to establish their own abilities to work collaboratively with others by exposing the children to opportunities for team work. We will work hard to support the transition from Year 3 to Year 4 and in Term 1 2022, we will also aim to include more of the children's interests into the daily program and when planning our special events.

KEEN TO KNOW MORE OR WANT TO GET INVOLVED?

Alissa and Carla are looking forward to 2022 with our **NEW** 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

