

OSHC Learning Outcomes and National Quality Standards

Learning Outcome 1 Children have a strong sense of Identity	Learning Outcome 2 Children are connected with and contribute to their world	Learning Outcome 3 Children have a strong sense of wellbeing	
<input type="checkbox"/> 1.1 children feel safe, secure and supported <input type="checkbox"/> 1.2 Children develop their autonomy, inter-dependence, resilience and sense of agency <input type="checkbox"/> 1.3 Children develop knowledgeable and confident self identities <input type="checkbox"/> 1.4 Children learn to interact in relation to others with care, empathy and respect	<input type="checkbox"/> 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation <input type="checkbox"/> 2.2 Children respond to diversity with respect <input type="checkbox"/> 2.3 Children become aware of fairness <input type="checkbox"/> 2.4 Children become socially responsible and show respect for the environment	<input type="checkbox"/> 3.1 Children become strong in their social and emotional wellbeing <input type="checkbox"/> 3.2 Children take increasing responsibility for their own health and physical wellbeing	
Learning Outcome 4 Children are confident and involved communicators	Learning Outcome 5 Children are effective communicators	Practices	Principles
<input type="checkbox"/> 4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity <input type="checkbox"/> 4.2 Children use a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating <input type="checkbox"/> 4.3 Children transfer and adapt what they have learned from one context to another <input type="checkbox"/> 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed Materials	<input type="checkbox"/> 5.1 Children interact verbally and non-verbally with others for a range of purposes <input type="checkbox"/> 5.2 Children engage with a range of texts and gain meaning from these texts <input type="checkbox"/> 5.3 Children collaborate with others, express ideas and make meaning using a range of media and communication technologies	<ul style="list-style-type: none"> • Holistic approaches • Responsiveness to children • Learning through play • Intentional teaching • Learning environments • Cultural competence • Continuity of learning and transitioning • Assessment for learning 	<ul style="list-style-type: none"> • Secure, respectful and reciprocal relationships • Partnerships with Families • High expectations and equality • Respect for diversity • Ongoing learning and reflective practice
National Quality Standards			
<p>NQS 1 Educational Program and Practices</p> <p>1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development</p> <p>1.2 Educators and coordinators are focused, active and reflectiveness in designing and delivering the program for each child</p> <p>NQS 2 Children's Health and Safety</p> <p>2.1 Each child's health is promoted</p> <p>2.2 Healthy eating and physical activity are embedded in the program for children</p> <p>2.3 Each child is protected</p> <p>NQS 3 Physical Environment</p> <p>3.1 The design and location of the premises is appropriate for the operation of a service</p> <p>3.2 The environment is inclusive, promotes competence, independence exploration and learning through play</p> <p>3.3 The service takes an active role in caring for its environment and contributions to a sustainable future</p> <p>NQS 4 Staffing Arrangements</p> <p>4.1 Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing</p> <p>4.2 Educators, coordinators and staff members are respectful and ethical</p> <p>NQS 5 Relationships with children</p> <p>5.1 Respectful and equitable relationships are developed and maintained with each child</p> <p>5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults</p> <p>NQS 6 Collaborative partnerships with families and communities</p> <p>6.1 Respectful, supportive relationships with families are developed and maintained</p> <p>6.2 Families are supported in their parenting role and their values and beliefs about child rearing are respected</p> <p>6.3 The service collaborates with other organisations and service providers to enhance children's learning and wellbeing</p> <p>NQS 7 Leadership and Service Management</p> <p>7.1 Effective leadership promotes a positive organisations culture and builds a professional learning community</p> <p>7.2 There is a commitment to continuous improvement</p> <p>7.3 Administrative systems enable the effective management of a quality service</p>			