

National Quality Framework

NQF requirements fields	Movement Monkeys Fulfilment
<p>QA1. Education program and Practice</p> <p>The aim of Quality Area 1 of the National Quality Standard is to ensure that the educational program and practice is stimulating and engaging and enhances children’s learning and development. In school age care services, the program nurtures the development of life skills and complements children’s experiences, opportunities, and relationships at school, at home and in the community.</p> <ul style="list-style-type: none"> • Standard 1.1) The educational program enhances each child’s learning and development. • Element 1.1.3) All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning. • Standard 1.2) Educators facilitate and extend each child’s learning and development. • Standard 1.3) Educators and co-ordinators take a planned and reflective approach to implementing the program for each child. • Element 1.3.1) Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, 	<p><i>Standard 1.1) Our program in made to enhance a child’s leaning experience with the use of movement / play based learning and midline exercise.</i></p> <p><i>Element 1.1.3) The game and their corresponding educational component are formatted in a way that allows children of all levels of learning to achieve results. With each game having beginner, intermediate and advanced coordination and educational levels imbedded in its format the child unconsciously chooses the learning path best suited for them to lean.</i></p> <p><i>Standard 1.2) Even though all the children playing the game are following the same rules guidelines their re-interpretation of the rule will be different. The path they choose to achieve the end results is the programs’ goal.</i></p> <p><i>Standard 1.3) Our program is intended to become a asset to your planed educational program, with our key educational point being mirrored off the Queensland prep curriculum version 8 and 9</i></p> <p><i>Element 1.3.1 to 1.3.3) As one of the core components of our program. The progression sheet (fine motor skills worksheet). Is used to fulfills a multitude for rolls from developing small mussel movements, Colour and shape</i></p>

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<p>documentation, planning, implementation, and reflection.</p> <ul style="list-style-type: none"> • Element 1.3.2) Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation. • Element 1.3.3) Families are informed about the program and their child's progress. 	<p><i>identification, number, and letter character recognition (Queensland school font). This work sheet additional use is to be a reference log of the child progression through the Movement monkey program both for educators and the child’s family. achieve the end results is the programs’ goal. Standard 1.3) Our program is intended to become a asset to your planed educational program, with our key educational point being mirrored off the Queensland prep curriculum version 8 and 9 Element 1.3.1 to 1.3.3) As one of the core components of our program. The progression sheet (fine motor skills worksheet). Is used to fulfills a multitude for rolls from developing small mussel movements, Colour and shape identification, number, and letter character recognition (Queensland school font). This work sheet additional use is to be a reference log of the child progression through the Movement monkey program both for educators and the child’s family.</i></p>
<p>QA2. Childrens Health and Safety</p> <p>The aim of Quality Area 2 under the National Quality Standard is to safeguard and promote children’s health</p>	<p><i>Standard 2.1) MMA is a movement-based program and promotes physical activities through high energy games. The games cover a wide range of movement types of form running, jumping, balancing and more.</i></p>

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<p>and safety, minimise risks and protect children from harm, injury, and infection.</p> <p>All children have the right to experience quality education and care in an environment that provides for their physical and psychological wellbeing and provides support for each child’s growing competence, confidence, and independence.</p> <p>Standard 2.1) Each child’s health and physical activity is supported and promoted.</p> <p>Element 2.1.2) Effective illness and injury management and hygiene practices are promoted and implemented.</p>	<p><i>Element 2.1.2 to 2.2.1) Accidental injury caused during game play is all way issue we work on minimizing our games are layout and run in a way that is focused firstly on reduce to opportunity for an incident to occur. There are only 3 children playing the main component of the game at any one time and at the same time the children in the line are engaged in a line-based game to keep them occupied and focused (3 types of tunnel ball).</i></p>
<p>QA3. Physical Environment</p> <p>The aim of Quality Area 3 under the National Quality Standard is to ensure that the physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children’s learning and development.</p> <p>The way that the environment is designed, equipped, and organised determines the way that the space and resources are used and has the potential to maximise</p>	<p><i>In nearly every occasion we will be using your outdoor space unless a indoor aera is available. Before every session our coaches remove any hazards for the play space to ensure a safe game. Regarding the equipment that’s used for the games they are of the same quality and safety standard that equipment the centre will be use itself. As well in some of the game that we run will make use of the equipment and structures that are in your yard as these enhancers the play-based learning experience.</i></p>

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<p>children’s engagement and level of positive experience and inclusive relationships.</p>	
<p>QA4. Staffing arrangements</p> <p>The aim of Quality Area 4 under the National Quality Standard is to ensure the provision of qualified and experienced educators, coordinators and nominated supervisors who can develop warm, respectful relationships with children, create safe and predictable environments and encourage children’s active engagement in the learning program.</p> <p>&</p> <p>QA5. Relationships with children</p> <p>QA 5) The aim of Quality Area 5 under the National Quality Standard is to promote relationships with children that are responsive, respectful and promote children’s sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.</p>	<p><i>One of the major factors to become a coach with MMA an exciting fun-loving personality. To us this is some think that we are unable to teach and allows our team members to foster meaningful interaction build on trust and develop a warm and mutual respectful relationship. This social environment encourages and supports learning and the development of self-identity.</i></p> <p><i>Collaborative learning is a big part of our program as well. Being team-based exercises teamwork and the transferring of ideas and knowledge is present as peers help each other in solving elements of the games.</i></p>



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<p>QA6. Collaborative partnerships with families and communities</p> <p>The aim of Quality Area 6 under the <u>National Quality Standard</u> is to recognise that collaborative relationships with families are fundamental to achieving quality outcomes for children and that community partnerships that are based on active communication, consultation and collaboration are also essential.</p>	<p><i>A family centric approach is something we love to encourage with the movement monkeys' program. We offer home based expansion pack that work in conjunction with the centre-based events. This is something that the centre can include in the program or family and implement it themselves. Whatever the outcome this addition to the program is a huge enhancement to the child's learning experience.</i></p>
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