

Educational Program Policy

Policy Statement

Wideview Outside School Hours Care Service (WOOSHC) aims to enhance children's learning and development through the pedagogical practices of Educators and families in a positive learning environment which is promoted across the five learning outcomes from My Time, Our Place: Framework for school age care in Australia.

The program will nurture the development of life skills and complement children's experiences, opportunities, and relationships at school, at home and in the community. We aim to implement a balanced Educational Program that is stimulating, interesting and exciting which allows children opportunities to play, explore, create, and develop new skills. We will ensure that the program is developmentally appropriate and meets the needs of all children. Children and parents will be encouraged to be involved in the planning and implementation and evaluation of the program.

Links to Education and Care Services National Regulations and National Quality Standard

QUALITY AREA 1: 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, and 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.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about educational program to be kept available
76	Information about educational program to be given to parents
274A	Programs for children over preschool age

Procedure

1. Our service is committed to my time, our place: framework for school age care in Australia (MTOPI)

1.1 Each child's learning will be based on their interests, strengths, and capabilities, and guide educators to ensure a range of experiences across all outcomes are provided.

1.2 Educators will work in collaboration with families to provide relevant learning experiences for each child, based on their interests, learning opportunities and family experiences.

- 1.3 Every child will be equally valued. Their efforts, achievements, and learning valued.
- 1.4 Educators will observe and record children's engagement with learning life skills and engagement with learning.
- 1.5 Educators will document and evaluate children's interests and learning.
- 1.6 Educators will work closely with children and families to produce ideas for program activities.
- 1.7 Educators will use reflection and documentation to inform and evaluate programs and to support children in achieving learning outcomes.
- 1.8 The program will be constructed on the children's interests; educators will build upon and extend on children's interests, spontaneous experiences, intentional teaching, reflection and family contributions.
- 1.9 Where appropriate, the Service will liaise with external agencies and support persons to best educate and care for children with additional needs.

2. Management / nominated supervisor / responsible person will:

- 2.1 Ensure that a suitable program based on the approved learning framework is delivered.
- 2.2 Ensure all Educators work as a team in preparing and/or implementing the program based on the Service's philosophy
- 2.3 Ensure the program is inclusive of all children. Management will make appropriate, professional referrals where necessary with family permission.
- 2.4 Gather information from families upon enrolment regarding the child's needs, interest, and family backgrounds. Continue to communicate with families on a regular basis
- 2.5 Support children's efforts and ideas, assisting and encouraging as appropriate and ensure each child is acknowledged for their uniqueness in a positive way
- 2.6 Be consistently aware of and responsive to children who may require additional support, assistance, or attention, noticing and listening carefully to children's concerns and discussing diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour.
- 2.7 Ensure the educational program is displayed in a place that is accessible to parents and families.
- 2.8 Ensure the program is evaluated on an ongoing basis to ensure it is meeting the needs of individual children and the families in the centre.

3. Educators will:

- 3.1 Provide play and leisure opportunities that are meaningful to children and support their wellbeing, learning and development
- 3.2 Document children's wellbeing and learning, and make this available to Educators and families
- 3.3 Implement a planning cycle that considers the unique nature of school age care
- 3.4 Promote shared learning and collaboration
- 3.5 Provide unstructured experiences that consider that school age children have had a structured and busy day at school

- 3.6 Ensure materials and equipment reflect the cultural diversity that exists in our society
 - 3.7 Respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning
 - 3.8 Provide experiences that actively promote and initiate the investigation of ideas, exploration, prediction, and hypothesizing
 - 3.9 Provide experiences that interest and extend children's current development and learning. We feel that it is important to develop a partnership between parents and Educators to ensure that consistency between home and the Service occurs and that the best possible care is provided.
 - 3.10 Support the development of dispositions such as confidence, curiosity, persistence, imagination, and creativity.
 - 3.11 Use the learning outcomes to guide their planning for children's learning
 - 3.12 Make use of spontaneous 'teachable moments' to extend children's learning.
 - 3.13 Further extend critical thinking skills and problem-solving skills through provocations
 - 3.14 Collaborate with children to influence the program in response to their own strengths, ideas, abilities, and interests
- 4. The program will provide a variety of developmentally appropriate experiences and materials that are selected to achieve the following goals:**
- 4.1 Foster positive self-concept
 - 4.2 Develop social skills.
 - 4.3 Encourage children to reason, question, and experiment.
 - 4.4 Enhance physical development and skills.
 - 4.5 Foster independence and initiative
 - 4.6 Encourage and demonstrate sound health, safety, and nutritional practices
 - 4.7 Encourage creative expression
 - 4.8 Reflect the diversity of Families, Educators, and the local and wider community.
 - 4.9 Be balanced providing a range of indoor/outdoor activities, quiet/active times and areas, structured/unstructured activities.
 - 4.10 Foster friendships and encourage co-operative and responsible behaviour among children.
 - 4.11 Provide children with opportunities for self-expression and self-direction.
 - 4.12 Provide an environment which will foster the child's self-esteem.
 - 4.13 Help children develop self-discipline skills through positive examples and direction.
 - 4.14 Help children to appreciate and care for each other and their surroundings.
 - 4.15 Make the children feel welcomed and valued in the centre.
 - 4.16 Take into consideration the sustainability practices carried out at WOOSHC.

5. Required Documentation

- 5.1 Services in Northern Territory, New South Wales and Queensland are not required to keep documentation of individual evaluations of school aged children.
- 5.2 They must ensure that evidence about the development of the program is documented.
- 5.3 Reflection of the program should include how and why the education program has been developed.
- 5.4 Examples of documentation used by Educators may include but not limited to:
 - photographs with captions
 - observations or reviews
 - activity evaluations
 - mind maps and surveys

Sources

- Australian Children’s Education & Care Quality Authority
- My Time, Our Place: Framework for School Age Care in Australia
- Arthur, L., Beecher, B., Death, E., Farmer, S., & Dockett, S. (2017). *Programming and planning in early childhood settings (7th Ed.)*. North Ryde, Australia: Cengage Learning Australia.
- Early Childhood Australia Code of Ethics. (2016)
- Frith, D., Kambouris, N., & O’Grady, O., & University of New South Wales. School of Public Health and Community Medicine (2003). *Health & safety in children’s centres: model policies & practices (2nd ed)*. School of Public Health and Community Medicine, University of New South Wales on behalf of the Australian Early Childhood Association (NSW Branch), and the NSW Children’s Services Health and Safety Committee, [Sydney].
- Guide to the National Quality Standard. (2018).
- Tansey, S. (2005). *Supervision in Children’s Services. Putting Children First, the Newsletter of the National Childcare Accreditation Council (NCAC) Issue 15, p. 8-11.*

Policy review information -

The Service encourages staff and parents to be actively involved in the annual review of each of its Policies and Procedures. In addition, the Service will accommodate any new legislative changes as they occur, and any issues identified as part the Service’s commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.

Review Date	Date completed	By Whom	Collaborated	Comment
July 2020	July 2020	Brandi (Manager)	Staff Committee Parents	
Aug 2021	31 Aug 2021	Brandi (Manager)		
Aug 2022	23 Aug 2022	Brandi (Manager)		
Aug 2023	31 Aug 2023	Brandi (Manager)		
Aug 2024				