

E-2 Programming

National Quality Standards (NQS)

1.1	The educational program enhances each child's learning and development.
1.1.1	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	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Educators facilitate and extend each child's learning and development.
1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	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 on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Families are informed about the program and their child's progress.
2.1.3	Healthy eating and physical activity are promoted and appropriate for each child
2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
4.1.1	Organisation of educators across the service supports children's learning and development
4.2.2	Professional standards guide practice, interactions, and relationships
6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions
6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing
7.1.3	Roles and responsibilities are clearly defined and understood, and support effective decision making and operation of the service

Education and Care Services National Regulations

Reg. 73	Educational program
Reg. 74	Documenting of child assessments or evaluations for delivery of educational program
Reg. 75	Information about educational program to be kept available
Reg. 76	Information about educational program to be given to parents

Reg. 118	Educational leader
Reg. 168	Education and care service must have policies and procedures
Reg. 274A	Programs for children over preschool age

My Time, Our Place

1.1	Children feel safe, secure and supported
1.4	Children learn to interact in relation to others with care, empathy and respect
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
3.1	Children become strong in their social and emotional wellbeing
3.2	Children take increasing responsibility for their own health and physical wellbeing
4.1	Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
4.2	Children use a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
5.1	Children interact verbally and non-verbally with others for a range of purposes

Policy Statement

We aim to develop and implement a balanced program that is stimulating, interesting and exciting which allows opportunities for children to play, explore and develop new skills and is appropriate to the development and leisure needs of all children. Our program will reflect the cultural diversity of today's society and the families at our service. Children and parents are encouraged to be actively involved in the planning and implementation and evaluation of the program. We aim to meet all the outcomes of My Time Our Place and document this for parents to see.

Related Policies

- Child Protection Policy
- Complaints and Feedback Policy
- Cultural Relevance, Anti-Bias and Diversity Policy
- Daily Routines Policy
- Enrolment and Orientation Policy
- Excursions Policy
- Extra-curricular Activities Policy
- Family Participation and Communication Policy
- Gender Equity and Inclusion Policy
- Hours of Operation Policy
- Maintenance of Records Policy
- Media Policy
- Movies and Television Policy

- Priority of Access Policy
- Staff Orientation and Induction Policy
- Supervision Policy

Procedure

The Educational Leader will be responsible for the development of a child-centred program with the help of the Director and staff members. Staff members and children will work in collaboration to develop a child centred program. The program will reflect the philosophy of the Centre and meet the social, physical, recreational, intellectual, creative and emotional developmental needs of the children attending. It will also encompass the 5 learning outcomes of My Time Our Place:

1. Children have a strong sense of identity
2. Children are connected with and contribute to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective communicators

Programs will be developed for all aspects of the service, Before School, After School, Vacation Care and school staff development days.

The written program will be prepared each week and be displayed in the Centre and on our website for children and parents to see at the beginning of the each week.

Staff will contribute to the program by writing in the allocated area books. These books contain feedback about the planned activity in that area and help guide the programmed activities for the following week/s.

Children and parents are encouraged to incorporate their views, ideas and specific interests into the program. Staff will encourage feedback and input from children and parents in relation to the program.

Staff will regularly talk to parents concerning their child's interests and activities and respond to parent suggestions, requirements and expectations.

Children will be encouraged to be actively involved in the planning, implementation and evaluation of the program, through discussions, conversations, group meetings and planning.

All children's opinions will be considered.

The program will be made available for any person who wishes to see it.

The program will be flexible to meet the needs of the children and allow for spontaneity and enjoyment while at the service.

Staff will interact with children and where appropriate participate in activities and encourage children to try new activities.



The program will be evaluated on an ongoing basis to ensure it is meeting the needs of individual children and the families in the service.

Special group activities for older children may be organised as part of the program according to need. They should be implemented where there are suitable numbers of older children and adequate staffing levels can be maintained.

Excursions will also be organised as part of the program (see Excursions Policy).

The program is to:

- Promote the importance of play in the child's life
- Reflect the cultural and language diversity of the local and wider community
- Consider all developmental areas
- Consider the age range of children
- Consider individual and group interests, needs, skills, talents and abilities
- Be balanced providing a range of indoor/outdoor activities, quiet/active times and areas, structured/unstructured activities
- Provide a variety and choice of activities for the children
- Be stimulating, interesting and exciting to allow for opportunities to explore and develop new skills
- Provide a variety of toys and equipment available to all children regardless of age or gender
- Foster children's independence and self-help skills
- Foster friendships and encourage cooperative and responsible behaviour among children
- Provide children with opportunities for self-expression and self-direction
- Provide an environment which will foster the child's self-esteem and sense of agency
- Help children develop self-discipline skills through positive example and direction
- Help children to appreciate and care for each other and their surroundings
- Ensure children feel welcomed and valued at the service
- Ensure children feel safe and secure while at the service

Sources

- Education and Care Services National Regulations 2011
- Framework for School-Age Care in Australia – My Time, Our Place
- National Quality Standard – Australian Children’s Education and Care Quality Authority

Date Endorsed: 6/9/2022

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Version Control			
Version	Changes Made	Initiated By	Director Sign-off
v.2.202209	- Updated NQS, National Regulations, MTOP	Staff	

	- Updated Procedure - how staff will contribute to the program		
v.2.201905	- Updated links to NQS, National Regulations, My Time Our Place - Minor wording changes	Staff Staff	