



EDUCATIONAL PROGRAM POLICY

We acknowledge and value the opportunity to provide a supportive play, leisure and learning environment for the children at the OSHC service. We strive to provide an inclusive program which fosters a sense of belonging, wellbeing, curiosity and discovery, and helps children to develop an understanding of themselves and the world around them.

The educational program is based on the nationally approved learning framework, “My Time, Our Place: Framework for School Age Care”, and includes all interactions, spontaneous and planned experiences, routines and events that occur throughout each session. The educational programming is conducted through an ongoing cycle of planning, documenting, evaluating and reflecting, with considerations made to individuals’ strengths, interests, home lives and cultural backgrounds.

NATIONAL QUALITY STANDARD (NQS)

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.

RELATED POLICIES

Code of Conduct Policy
 Multi-Cultural Policy
 Cyber Safety Policy
 Privacy and Security Policy
 Additional Needs Policy
 Family Communication Policy
 Supervision Policy
 Excursion Policy
 Behaviour Guidance Policy
 Interactions with Children, Family and Staff Policy
 Respect for Children Policy
 Photograph Policy
 Celebrations Policy
 Retention of Records Policy

PURPOSE

To provide a program which will nurture the development of life skills and complement children's experiences, opportunities and relationships at school, at home and in the community.

SCOPE

This policy applies to children, families, staff and management of the Service.

IMPLEMENTATION

The Guide to the National Quality Standard explains that planning involves observing, gathering and interpreting information about children, their experiences and learning to inform the preparation of environments and experiences that are engaging and meaningful.

The national approved learning framework which outlines practices that support and promote children's learning is **My Time, Our Place: Framework for School Age Care in Australia ('Framework for School Age Care')**. The aim of the Framework for School Age Care is to extend and enrich the wellbeing and development of school age children in education and care settings. It acknowledges time and place as children engage in a range of play and leisure experiences that allow them to feel happy, safe and relaxed; interact with friends and practice social skills; solve problems; try new activities; and learn life

skills. Furthermore, it supports Goal 2 of the Melbourne Declaration on Educational Goals for Young Australians which aims for all young Australians to become:

- successful learners
- confident and creative individuals and
- active and informed citizens.

(Commonwealth of Australia, 2009, p.5).

OUR SERVICE IS COMMITTED TO MY TIME, OUR PLACE: FRAMEWORK FOR SCHOOL AGE CARE IN AUSTRALIA (MTOPI).

- Every child will be equally valued. Their efforts, achievements and learning, and those of others will be celebrated.
- Educators will work in collaboration with children and their families to provide relevant learning experiences for each child, based on their interests, strengths and family experiences.
- The program will be constructed on the children's interests and ideas; educators will build upon and extend on children's interests, spontaneous experiences and family contributions.
- Educators will observe, record and evaluate children's wellbeing, development, engagement with learning life skills, and engagement with learning through formal and informal observation methods.
- Educators will use reflection and documentation to inform and evaluate programs and to support children in achieving learning outcomes.
- Where appropriate, the service will liaise with external agencies and support persons to best educate and care for children with additional needs.

The program will provide a variety of developmentally appropriate experiences and materials that are selected to achieve the following goals:

- Foster positive self-concept
- Foster high-level thinking skills
- Develop social skills
- Encourage children to reason, question and experiment
- Support language development
- Enhance physical development and skills
- Foster independence and initiative
- Encourage and demonstrate sound health, safety and nutritional practices
- Encourage creative expression

- Respect cultural diversity of staff and children
- Respect gender diversity

MANAGEMENT/NOMINATED SUPERVISOR/RESPONSIBLE PERSON WILL:

- Ensure that a suitable program based on the My Time, Our Place Framework is delivered to all children.
- Ensure all Educators work as a team in preparing and/or implementing the leisure curriculum based on the Service's philosophy.
- Ensure modifications are made in the environment for children with special needs.
- 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.
- Ensure a conscious balance between indoor and outdoor experiences is planned for with large blocks of unstructured time for child-initiated play.
- Communicate with families on a regular basis.
- Ensure each child is acknowledged for their uniqueness in a positive way.
- Support children's efforts and ideas, assisting and encouraging as appropriate.
- Ensure the educational program is displayed in a place that is accessible to parents and families.
- Ensure the purpose of the program is documented

EDUCATORS WILL:

- Implement an ongoing cycle of planning, documenting, evaluating and critically reflecting on children's learning which will underpin the educational program.
- Promote shared learning and collaboration.
- Provide unstructured experiences that take into account that school age children have had a structured and busy day at school.
- Ensure materials and equipment reflect the cultural diversity that exists in our society.
- Respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
- Provide experiences that actively promote and initiate the investigation of ideas, exploration, prediction, and hypothesising.
- Gather information from families upon enrolment regarding the child's needs, interest and family backgrounds.

- Support the development of dispositions such as confidence, curiosity, persistence, imagination, and creativity.
- Intentionally scaffold children’s understanding and learning.
- Make use of spontaneous ‘teachable moments’ to extend children’s learning.

SOURCE:

Australian Children’s Education & Care Quality Authority. (2014). Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015.

Australian Children’s Education & Care Quality Authority. (2013). Guide to the National Quality Standard.

Department of Education, Employment and Workplace Relations. (2011).

My Time, Our Place: Framework for school age care in Australia.

Early Childhood Australia. (2013). Code of Ethics.

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.

Arthur, L., Beecher, B., Death, E., Farmer, S., & Dockett, S. (2012). Program and Planning in Early Childhood Settings 5th Edition.

REVIEW

Date Reviewed	Modifications	Next Policy Review Date
September 2019	Ratified by the Kingsbury Primary School Council on 19/09/19	September 2020