

## E-2 Written Programs

### NQS

|           |                                      |
|-----------|--------------------------------------|
| QA. 1.1.1 | Approved learning framework.         |
| QA. 1.2   | Practice.                            |
| QA. 1.2.1 | Intentional teaching.                |
| QA. 1.2.2 | Responsive teaching and scaffolding. |
| QA.2.1.3  | Healthy lifestyle.                   |
| QA. 2.2.1 | Supervision.                         |
| QA. 4.1.1 | Organisation of educators.           |
| QA. 4.2.2 | Professional standards.              |
| QA. 6.1.1 | Engagement with the service.         |
| QA. 6.1.3 | Families are supported.              |
| QA. 7.1.2 | Management systems.                  |
| QA. 7.1.3 | Roles and responsibilities.          |
| QA. 7.2.1 | Continuous improvement.              |

### National Regulations

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|---------------|---|
| Reg. 56       | Review and revision of quality improvement plans                                    |
| Reg. 73       | Educational Programs  |
| 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.123(1)(d) | For children over preschool age, 1 educator to 15 children                          |
| Reg. 168      | Education and care service must have policies and procedures                        |

### My Time, Our Place

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|-------|--|
| LO. 1 | Children feel safe, secure and supported   |
| LO. 3 | Children become strong in their social and emotional wellbeing   |
| LO. 3 | Children take increasing responsibility for their own health and physical wellbeing  |
| LO. 4 | Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating |

### 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 developmental and leisure needs of all children. Our Centre's program will be based on the "My Time, Our Place" Framework and reflect the cultural diversity of today's society. Children and parents are encouraged to be actively involved in the planning, implementation and evaluation of the program.

## Related Policies

- Sylvania Heights BASC Policy A-1: Hours of Operation
- Sylvania Heights BASC Policy A-2: Priority of Access
- Sylvania Heights BASC Policy A-3: Philosophy
- Sylvania Heights BASC Policy A-5: New Children Orientation
- Sylvania Heights BASC Policy A-8: Dropping off and Picking Up
- Sylvania Heights BASC Policy A-9: Absent and Missing Children
- Sylvania Heights BASC Policy A-11: Maintenance of Records
- Sylvania Heights BASC Policy A-13: Participation and Access
- Sylvania Heights BASC Policy A-14: Complaints
- Sylvania Heights BASC Policy A-15: Role of the Management Committee
- Sylvania Heights BASC Policy A-18: NQF
- Sylvania Heights BASC Policy C-3: Staff Orientation and Induction
- Sylvania Heights BASC Policy D-3: Food and Nutrition
- Sylvania Heights BASC Policy D-22: Child Protection Policy
- Sylvania Heights BASC Policy D-23: Child Management
- Sylvania Heights BASC Policy E-2: Written Programs
- Sylvania Heights BASC Policy E-6: Movies, Videos and Television
- Sylvania Heights BASC Policy E-8: Homework
- Sylvania Heights BASC Policy E-9: Out-Of-Centre Activities

## Procedure

The Centre Coordinator and Educational Leader will be responsible for the development of a child centred program, which reflects the philosophy of the Centre and meets the social, physical, recreational, intellectual, creative, and emotional developmental needs of the children attending.

Programs will be developed for all aspects of the Centre, before school, after school and vacation care.

The education program will explore the concepts of Belonging, Being and Becoming and will work on developing the key outcomes of all children:

- The child will have a strong sense of identity
- The child will be connected with and contribute to his or her own world
- The child will have a strong sense of wellbeing
- The child will be a confident and involved learner
- The child will be an effective communicator.

The Centre will use the following Principles in developing the Educational Program:

- Secure, respectful and reciprocal relationships
- Partnerships with Families
- High expectations and equity

- Respect for diversity
- Ongoing learning and reflective practice

The Centre staff will use varying pedagogical practices to promote children's learning by:

- Adopting holistic approaches
- Collaborating with children
- Planning and implementing play and leisure activities
- Acting with intentionality
- Creating physical and social school age care environments that have a positive impact on children's development, wellbeing and community building
- Valuing the cultural and social contexts of children and their families
- Providing for continuity in experiences and enabling children to have a successful transition
- Using reflection processes and documentation about children's wellbeing and learning to inform and evaluate programs and to support children in achieving outcomes.

In order to achieve these outcomes, the written program will:

- Promote the importance of play
- Maintain the dignity and rights of each child at all times
- Respect the cultural and language diversity of the local and wider community.
- Foster friendships
- Consider individual and group interests, skills, needs, talents and abilities.
- Encourage cooperative and responsible behaviour
- Foster independence, self-help skills and problem solving skills
- Provide an environment to develop self-reliance and foster self-esteem
- Allow opportunities to explore and develop new skills through stimulating, exciting and interesting activities.
- Consider all developmental areas
- Provide variation in indoor/outdoor activities
- Provide variation in quiet/active activities
- Provide variation in structured/unstructured activities
- Consider the varying age ranges of the children within the service
- Provide variety and choice
- Provide positive examples and direction to allow children to develop self-discipline skills.
- Assist children in appreciating and caring for each other and their surroundings.
- Make children feel valued and welcomed in their surroundings.
- Encouraging the children to express themselves and their opinions

The written program will be prepared each week and put on display for children and families to view (as per Regulation 75).

Where staff see fit they may post-plan to allow the children to develop their own interests and skills. Where a decision has been made to post-plan, staff will ensure this is written up in the appropriate manner.

The program will be recorded in the program folder and clearly displayed upon entrance to the Centre for all staff, parents and children to see.

Training in children's programming and activities will constitute part of staff development and be included as an item in the Centre's budget each year.

Children and parents are encouraged to incorporate their views, ideas and specific interests into the program through both verbal and/or written communication.

Staff will encourage feedback and input from children and parents in relation to the program. This may be done verbally, through the newsletter or in the family information brochure.

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

Children will be encouraged to be actively involved in the planning, implementation and evaluation of the program through group discussions, individual conversations and children's meetings. Likewise, parents and families will be actively encouraged to be involved in the programming through individual conversation, mail correspondence, meetings and the Centre Newsletter.

Each child's progress in their learning and development will be assessed and taken under consideration when planning, implementing, documenting and evaluating written programs.

Documentation will be taken of each individual child in the service to adequately evaluate their well-being, development and learning. This will be prepared in such a way that it is readily understandable to the parents and families as well as the staff in the Centre. Families will be presented with a copy of the documentation in respect to their child as requested. This information will be presented so that it explains the child's participation on the Centre's educational program. Information about the content and operation of the educational program will be readily available to parents, displayed at the Centre at all times.

## **Sources**

- Education and Care Services National Regulations 2011
- National Quality Standard (NQS)
- Education and Care Services National Law Act (2010) Section 168
- My Time, Our Place: A Framework for School Aged Care in Australia

Endorsed: 06/04/2021

Review date: 06/04/2023