

CHILDREN'S PROGRAM

Settlers Farm OSHC will provide a program developmentally appropriate to the recreational and developmental needs of the children attending the service. Children will have opportunities to contribute to program planning, implementation and evaluation processes. The service will use the 'My Time, Our Place' and "Belonging, Being and Becoming" frameworks as the guiding force to program planning and implementation. Settlers Farm OSHC will promote scaffolded learning to encourage children to be active learners in their environment.

Procedure:

- The service will include three main types of programming to provide the children with valuable learning, development and recreational activities.
- The program will be derived from Quality Area 1 – Educational Program and Practice and the 'My Time, Our Place' document.
- We will provide a spontaneous program where children will have access to resources and facilities and have free licence to use creativity in interacting with those resources and facilities.
- We will provide a weekly program with structured activities aimed to cater for and meet the needs and interests of groups of children.
- We will provide an Individual Program designed to meet the needs and interests of individual children – through this the service will identify areas where an individual child could use support to develop their skills or extend on an interest and will then plan programmed activities aimed at the interests of that specific child with the aim of guiding their learning in those areas.
- The service will display the weekly program for educators, children and families.
- Programmed experiences will be varied in nature to meet the needs and interests of different children.
- Both small group and large group activities will be planned for.
- Children will have opportunities to provide feedback on the program and be involved in the design of programs.
- The service respects each child's right to free choice and as such experiences are planned with that in mind.

-The Director and educators will be responsible to the governing council for the development of a program and for creating an atmosphere and environment responsive to the needs of each individual child and to the group as a whole and which reflects the philosophy and goals of the service.

-Educators will be provided with opportunities to further their knowledge of child development theories and practice.

-Programs will be developed for all aspects of the service (i.e. before school care; after school care; pupil free days; vacation care)

-All educators will be encouraged to explore and use good quality resources and training to offer fresh experiences for children and to further their own professional development and skills.

-Educators will have access to the My Time Our Place, Belonging, Being and Becoming frameworks and other relevant resources to design their programs according to its requirements.



-The programs will be balanced, providing a range of indoor/outdoor experiences, quiet/active times and settings, structured/unstructured activities, and opportunities to learn and practice life and social skills.

-Programs will include opportunities that foster and enhance:

- Friendships between children
- Individual child/educator interactions
- Cooperative and responsible behaviours among children
- Individual and group interests
- The special needs, interests and talents of every child.

-Programs will be flexible enough to allow for spontaneity, enjoyment and the unexpected. An approach to activities that values both processes and end products will be encouraged.

-Programs will be developed to support and facilitate children's right to play.

-Written programs will be displayed where parents are able to see them and can discuss any aspect of the program with educators. A copy of the vacation care program will be available for each family. Parents will be encouraged to have input into program development. Parent evaluations of the program will be encouraged and considered. The extent to which parents wish to be involved will be respected.

-Children's programs will be inclusive of the cultural and linguistic diversity of all families using the service. They will support children to explore a range of cultural experiences in an environment free from racial prejudice and harassment.

-The service will provide a variety of equipment and materials for all children to play with and use regardless of gender.

-The program will be child-centred and will provide children with a variety of experiences and opportunities to pursue their own interests. There will always be a range of activities so that children can choose.

-Children will be actively involved in programming processes through discussions, group sessions and planning; their suggestions and opinions will be listened to and acted upon.

-Children will be appropriately supervised at all times.

-Educators will join in the children's activities where appropriate and encourage them to try new experiences.

-All educators will be responsible for working cooperatively with each other and the children to plan for the needs of the children, and for evaluating programs in relation to the stated philosophy and goals.

-Educators will regularly talk to parents concerning their child's interests and activities and respond to suggestions from parents.

-When children first attend the service the needs of both parents and children will be respected. The parent may telephone the service during the session for reassurance that their child has settled in. Educators will provide information to the parent regarding the child's participation and wellbeing.

-Where possible, new children will be encouraged to visit the service with their parents before enrolment to facilitate the child's orientation into the service.

-Structured activities and routines will be built around the regular events of the day (i.e. arrivals and departures, snacks/drinks) and will take into account the developmental needs of individual children, children's attendance patterns, the weather and physical environment, the numbers and ages of children in a given group, children with special needs, new children entering the group and the expectations of parents.

-Special group activities for older children may be organised from time to time. These will be planned collaboratively by educators, children and parents. Considerations will include the:

- Enthusiasm of the children
- Availability of suitable indoor and outdoor space or an excursion venue



- Transport, materials or equipment required
- Educator levels and required educator: child ratio
- Cost
- Number and ages of children
- Service philosophy and policies.

-Excursions will be organised as part of the program. Excursions give variety in the program, especially during vacation care. Children benefit from experiences in the local and wider community. (see Excursions policy for specific policies and procedures).

NATIONAL QUALITY STANDARD

| QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN | | |
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| 5.1 | Relationships between educators and children | Respectful and equitable relationships are maintained with each child. |
| 5.1.1 | Positive educator to child interactions | Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. |
| 5.1.2 | Dignity and rights of the child | The dignity and rights of every child are maintained. |
| 5.2 | Relationships between children | Each child is supported to build and maintain sensitive and responsive relationships. |
| 5.2.1 | Collaborative learning | Children are supported to collaborate, learn from and help each other. |

| QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES | | |
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| 6.1 | Supportive relationships with families | Respectful relationships with families are developed and maintained and families are supported in their parenting role. |
| 6.1.1 | Engagement with the service | Families are supported from enrolment to be involved in the service and contribute to service decisions. |
| 6.1.2 | Parents views are respected | The expertise, culture, values and beliefs of families are respected, and families share decision-making about their child’s learning and wellbeing. |
| 6.1.3 | Families are supported | Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. |

| EDUCATION AND CARE SERVICES NATIONAL REGULATIONS | |
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| 155 | Interactions with children |
| 156 | Relationships in groups |



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| 157 | Access for parents |
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| Policy reviewed | Previous modifications | Next review date |
|-----------------|------------------------|------------------|
| July 2021 | No changes | 2022 |
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