

3.1 Educational Program Design and Implementation Policy

Using the approved learning framework, My Time, Our Place: Framework for School Age Care in Australia, the appointed Educational Leader of a service, in consultation and collaboration with educators, children and families, plans, designs and delivers programs that cater to the diversity of ages, developmental needs, skills, interests and abilities through a variety of challenging leisure and recreational activities. In providing opportunities for children, the service recognises the importance of play, relationships, collaborative decision making and respect for diversity.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place' Framework for School Age Care in Australia
- NQS (National Quality Standard) Area: 1.1, 1.2; 2.1, 2.2; 3.1, 3.2, 3.3; 4.1; 5.1, 5.2; 6.1, 6.2, 6.3; 7.1, 7.2.
- Policies: 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader.

Procedures

A suitably qualified and experienced educator will be identified as the Educational Leader for the service (as per Policy 8.2 – Educational Leader).

The Educational Leader is responsible for having a written program plan prepared for each aspect of the service. This program plan will be on display for key stakeholders including children, families and colleagues.

The Educational Leader shall support and guide staff in the planning, evaluation, development and implementation of programs and experiences for the children consistent with this policy and which:

- Demonstrate that the five learning outcomes provide a focus for the activities and experiences planned for individuals and groups of children;
- Takes a holistic view of children's learning, focusing on their physical, personal, social, emotional and spiritual wellbeing;
- Are built around routines, i.e., arrival, hand washing, eating, play etc.;
- Includes a variety of activities and experiences that promote effective hygiene practices, good nutrition and healthy lifestyles;

- Includes activities which would normally be a part of the life of children during hours outside of school (this is particularly relevant during Vacation Care where excursions become an important part of the program);
- Demonstrates flexibility in program delivery by incorporating children's ideas, culture and interests to ensure the experiences are relevant and engaging;
- Promotes the children's sense of belonging, connectedness, and wellbeing by taking an interest in the individual needs, interests, culture, views and abilities of the children;
- Provides a variety of indoor and outdoor experiences, open-ended resources, natural elements and materials suited to the age, developmental ranges and diversity of all children attending the service;
- Provides appropriate opportunities for children as individuals and small groups to follow and extend their interests;
- Provides appropriate opportunities for children to participate in physical play, accepting and acknowledging each child's level of participation according to their age, abilities and interest;
- Provides appropriate opportunities for children to express themselves through creative and imaginative play, including elements of music, dance, drama, etc.;
- Provides appropriate opportunities for children to develop a range of life skills such as establishing and maintaining meaningful relationships, working collaboratively with others and self-regulating their own behavior;
- Takes account of necessary modification and enhancements identified through the Program and Documentation Evaluation Policy (see Policy 3.2), as well as spontaneous child-initiated opportunities and moments of intentionality;
- Provides appropriate opportunities for children to broaden their understanding of the world in which they live by reflecting the multicultural and multilingual nature of the local community and demonstrating a positive approach towards diversity and Australia's Aboriginal and Torres Strait Islander heritage;
- Encourages and provides appropriate opportunities for families to participate in shared decision making and give feedback about the program and their child's learning; and
- Applies the principle of equal opportunity to the service's program. Children, regardless of gender, cultural, racial, religious or other background, will be encouraged to participate in a wide range of activities.

The Educational Leader is responsible, in consultation with educators, to continually recreate and adapt the indoor and outdoor environments to:

- Meet the needs and interests of all children, including their need for rest or sleep;
- Facilitate the inclusion of children with additional needs;
- Respond to the developing and emerging abilities and interests of all children; and

- Ensure that all children in a multi-age group have positive experiences.

Children are encouraged to participate in decision making, with their ideas and opinions listened to and if possible, acted upon. This facilitates children sharing ideas and questioning what happens at their service.

Where possible, the program allows and encourages children to complete long-term projects.

Definitions

Program; *In the school age care setting 'all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's wellbeing, development and learning.'*

References

Australian Government (2010) My Time, Our Place – Framework for School Age Care in Australia

Australian Government (2011) My Time, Our Place – Educator Guide

DATE DEVELOPED	DATE RATIFIED	DATE REVIEWED	DATE RATIFIED
September 2020	September 2020	September 2021	September 2021
		June 2022	August 2022