

## PROGRAMMING AND EVALUATION

### POLICY STATEMENT

The time children spend at the service is their play and leisure time. Our program is all about encouraging children to be in charge of their own leisure time and providing opportunities for child-directed play and leisure activities.

We aim to develop a program that is both exciting and fun, stimulating and involving, whilst being flexible and adaptable enough to allow children to explore and develop new interests, talents and abilities as desired.

Educators will use our national framework (*My Time, Our Place*) to guide and support their pedagogical practices within the program.

Feedback from children, educators, families and the community will be used to evaluate and reflect the program and plan new experiences and activities.

### CONSIDERATIONS

Education and Care Services National Regulations	73, 74, 75, 76, 77, 78, 79, 80, 118, 155, 156
National Quality Standard	QA1, 2.1, 4.1, QA5, QA6, 7.1
Other Service policies/documentation	<ul style="list-style-type: none"> <li>• Routines</li> <li>• Nutrition &amp; Food Hygiene Safety</li> <li>• Diversity &amp; Inclusion</li> <li>• Gender Equity</li> <li>• Cultural Relevance/Anti-Bias</li> <li>• Excursion</li> <li>• Physical Activity</li> <li>• Videos &amp; Film</li> <li>• Homework</li> <li>• Indoor Environment</li> <li>• Outdoor Environment</li> <li>• Interactions with Children</li> </ul>
Other	<ul style="list-style-type: none"> <li>• My Time Our Place</li> <li>• Digital Floor book</li> <li>• Class Dojo</li> <li>• Critical Reflection Form</li> <li>• Family Survey</li> <li>• Children's Buzz Board</li> </ul>

## PROCEDURE

### a) The program will:

- Be based on the service's philosophy which is displayed within the service on the office door.
- Provide and evaluate a written educational program that contributes to the following outcomes for each child:
  - The children will have a strong sense of identity
  - The children will be connected with and contribute to their world
  - The children will have a strong sense of wellbeing
  - The children will be a confident and involved learners
  - The children will be effective communicators
- Promote the importance of play, be flexible and directed by the children
- Be able to be adapted spontaneously by educators in response to observed needs or interests of children
- Be balanced, and provide a range of indoor and outdoor activities, quiet/active options and structured/unstructured activities
- Be inclusive by tweaking activities and play based on any special social, physical, mental, and ability needs of children
- Encourage the development of children's social, physical, recreational and emotional needs and abilities
- Promote opportunities that develop children's mental processes e.g. Imagination, creativity, expression, problem solving, analysing, critical thinking, remembering, participating and practising
- Encourage children to take charge of and be passionate about their leisure activities
- Be supported by a wide variety of equipment that is readily available for use
- Utilise educators talents, abilities, skills and interests
- Promote opportunities for children to both initiate and implement their own ideas, and join in with others in group activities
- Foster teamwork, develop friendships and encourage cooperation and valuing of another's perspective and ideas
- Encourage children's independence and self-help skills
- Help children to develop self-control, responsibility and leadership skills through positive example and direction
- Help children to develop social skills that support positive interactions with other children and adults, and thus help them gain confidence in social settings
- Make children feel welcomed and valued at the centre and nurture their self esteem

- Special incursions and local excursions for the children may be organised as part of the program according to interests and opportunities. They may be implemented when there are suitable numbers of children and when adequate educator levels can be maintained.
- Promote healthy eating in meals provided for the children in the centre.

**b) Documentation will:**

- Included children's involvement in the program through regular observations and interactions
- Document the evaluation and assessment of children's development needs, interests, wellbeing, experiences and participation in the program

**c) Feedback will**

- Be sourced from all key stakeholders i.e. children, families, educators, management and community, and used in the evaluation process
- Other services will be consulted to share ideas and gain feedback
- Be collected using a variety of strategies and methods e.g. Enrolment forms, all about me forms, *Buzz Board* questions, meetings, informal discussions, emails, *Class Dojo*, direct questions and surveys
- Be gathered from children and educators on a daily ongoing basis and will be used to plan both immediate and future activities, including service experiences, and excursions
- Be sourced from and given to families as required during informal chats as issues, concerns and needs arise. More formal meetings may also be used to give and received feedback.

**d) Evaluations will:**

- Be an ongoing process
- Be conducted informally and formally during the day-to-day running of the service as well as during planning meetings and on our educator daily communication digital book
- Formal feedback is documented with our critical reflection form with educators at meetings that critically reflects on the service and program
- Be conducted more formally at educator, programming and committee meetings
- Be motivated by a genuine desire to improve the program
- Be used to provide feedback to key stakeholders

**e) Vacation care programs will:**

- Include a range of incursions, excursion and themed days – split into junior and senior and joint programs where required, to cater to different age groups and interests
- Include ideas from children and families about what children would like to do

- Be guided by current trends and children's interests
- Include a range of planned, spontaneous, structured, and free-play experiences
- Allow for exploration and free choice
- Encourage social interaction and group work
- Encourage new friendships with children in the wider community who may attend other schools
- Provide educational experiences that the children might not get to do in their normal daily life
- Promote healthy eating in meals provided for the children in the centre.