



PROGRAM AND PRACTICE POLICY

POLICY STATEMENT

Clovelly out of School care aims to provide experiences that reflect a high quality school aged program providing a safe and nurturing environment that meets the individual needs of each child. Educators will form a program based on their curriculum decision-making, which 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.

PRACTICES

Educators will

- Ensure that each child's current knowledge, ideas, culture, abilities, and interests are the foundation of the program.
- Provide learning experiences that are both structured and unstructured that cater for children's individual needs, interests and are age appropriate.
- Gather information from families upon enrolment regarding the child's needs, interest and family backgrounds. This information is treated as confidential and allows educators to provide experiences that interest and extend children's current development.
- Develop partnerships between parents and educators to ensure that consistency between home and the service occurs and that the best possible care is provided.
- Refer to the 'My Time Our Place' Framework as a basis for curriculum planning. The program is play-based which encourages the children to choose those resources and experiences that they wish to engage and that interest them. Using the children's interests as a starting point the educators then use intentional teaching techniques to facilitate and encourage the children to explore and extend their knowledge, thinking and skills.

Educational Leader will:

- Ensure Educators are working towards the learning outcomes with each child.
- Assist the Educator with MTOP reflective practice.
- Deliver information, resources and Professional Development which will assist an Educator with Education and Care Practices.
- Ensure all Educators are delivering an Education and Care program that address the child's needs.
- Ensure the Educator is involving the holistic child in the programming and planning process.
- Ensure the Educator is participating in the programming cycle – Observing, Planning, Programming, Reflection and Forward Planning.
- Be available to discuss a child's development with Educators and /or families.

Our service follows guidelines for physical activity and healthy eating as outlined in the Australian Government Make Your Move – Sit Less – Be Active for Life!

Physical Activity

- For health benefits, children aged 5 –12 years should accumulate at least 60 minutes of moderate to vigorous intensity physical activity every day.



- Children's physical activity should include a variety of aerobic activities, including some vigorous intensity activity.
- On at least three days per week, children should engage in activities that strengthen muscle and bone.
- To achieve additional health benefits, children should engage in more activity – up to several hours per day.
- COOSC incorporates a variety of outdoor sports and physical activities in order to promote such active movement. This often includes outside instructors facilitating workshops to encourage active participation.

Sedentary Behaviour

To reduce health risks, children aged 5 -12 years should minimise the time they spend being sedentary every day. To achieve this, we encourage children to

- Limit use of electronic media for entertainment (e.g. television, seated electronic games and computer use) to no more than two hours a day – lower levels are associated with reduced health risks.
- Break up long periods of sitting as often as possible.

At Clovelly out of School Care we acknowledge the significance family and community have on children's learning and development thus Educators take a holistic collaborative approach when programming and planning. As a service we will achieve this by:

- Encouraging all relevant parties including children, parents, and educators to work together in the development of the program being offered within the service.
- All educators will work as a team in preparing and/or implementing the curriculum. The curriculum will be planned to reflect the service philosophy and extend on children's interests.
- Educators planning and experiences will be reflected upon and evaluated through learning stories and analysis of the MTOP framework for children.
- Documentation will be shared with families, so they are able to comprehend and contribute to their child's learning. The digital documentation folder of Educators learning stories will be on display in the foyer for both children and families to read.
- Projects and wall displays will be updated to reflect current learning experiences and reflect children's interests and participation.
- The centre will maintain and display the current Term floor book that provides snapshots of the program including artworks and experiences for the parents' information and feedback.
- Modifications will be made in the environment for children with special needs.
- Materials and equipment will reflect the cultural diversity that exists in our society and will avoid cultural and gender stereotyping of any group.
- A conscience balance between indoor and outdoor experiences will be planned for with large blocks of unstructured time for child-initiated play.
- Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.

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

- Foster positive self-concept.
- Develop social skills.
- Encourage children to think, reason, question, and experiment.
- Encourage language development.



- Enhance physical development and skills.
- Encourage and demonstrate sound health, safety, and nutritional practices.
- Encourage creative expression.
- Respect cultural diversity of educators and children.
- Respect gender diversity.

The program will be guided by observations on children that have been reflected on and then followed up as per our programming procedure:

- Educators work together to produce an interest based, child serviced program. This program will be evaluated and extended upon daily, then weekly.
- Through interacting with children during unstructured learning times educators are able to discover the child's interests and extend upon these in a relaxed, spontaneous atmosphere. Educators will interact with children in a way that encourages and challenges them to extend their thinking and interests.
- Educators will respect the child's rights to choose not to participate at times.
- The rooms are set up with designated areas, which remain the same for consistency, only changing to support children's interests or safety. The children are provided with a large range of choices of activities and are responsible for packing away these activities when they are finished with a particular project. We wish to instil in children a sense of care and respect for their equipment.
- Educators will conduct smooth un-regimented transitions between activities. Transitions are to be integrated into the program as learning opportunities.
- The environment and program will encourage children's choice in a selection of experiences.
- Routine tasks will be incorporated into the program as a means of furthering children learning self-help and social skills.
- Appropriate educator/child ratios, according to the licensing regulations will always be maintained at the service.

RELEVANT DOCUMENTS FOR CONSIDERATION

Australian Children's Education and Care Quality Authority.

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations.

National Quality Framework. My Time Our Place

United Nations convention on The rights of a child

Version number	Date effective	Description of amendment
4	April 2022	No change

Considered and accepted by the Management Committee (representative) – A. Richardson

Considered and accepted by the staff (representative) – Katrina Thomas