

Policy Statement

The Organisation aims to provide an educational program that supports the child's right to learn through play and leisure. ACI aims to provide a flexible program that allows children choice, and reflects each child's ideas, interests, and suggestions. ACI aims to ensure that the experiences provided are fun, challenging and meaningful, and allow children to develop skills in a safe, inclusive and respectful environment.

Our Philosophy and Program Statement will be evident in our program delivery.

Our Program Statement

Our aim is to provide all children with the opportunity to engage in a diverse variety of freely chosen activities that are fun, meaningful and challenging, by allowing child focused play, offering a wide variety of resources will allow each child to engage in play with their peers or on their own to enable them to develop skills and confidence at a level they feel comfortable.

We Support the United Nations Convention on the Rights of the Child - Article 31 - Leisure, play and culture

- *Every child has the right to relax, play and take part in a wide range of cultural and artistic activities* -

By adopting a holistic approach and our commitment to the approved learning frameworks will enable us to create a program that:

- ✓ Promotes the importance of play in the child's life
- ✓ Reflects the cultural and language diversity of the local and wider community
- ✓ Considers all developmental areas
- ✓ Considers the age range of children
- ✓ Considers individual and group interests, needs, skills, talents and abilities
- ✓ Be balanced providing a range of indoor/outdoor activities, quiet/active times and areas and structured/unstructured activities
- ✓ Provides a variety and choice of activities for the children
- ✓ Be stimulating, interesting and exciting, to allow for opportunities to explore and develop new skills
- ✓ Provides a variety of toys and equipment available to all children regardless of age or gender
- ✓ Fosters children's independence and self-help skills
- ✓ Fosters friendships and encourages co-operative and responsible behaviour among children
- ✓ Provides children with opportunities for self-expression and self-direction
- ✓ Provides an environment, which will foster the child's sense of identity and wellbeing
- ✓ Helps children develop self-discipline skills through positive examples and direction
- ✓ Helps children to appreciate and care for each other and their surroundings
- ✓ Makes the children feel welcomed and valued
- ✓ Includes intentional teaching opportunities

Procedures

- ✓ The approved learning frameworks include principles, practices and learning outcomes that guide educational leaders and educators in their curriculum decision making, and assist them in planning, delivering and evaluating quality programs.
- ✓ Educational Leaders will oversee the program to ensure it is meeting the developmental needs, interests and experiences of each child, however it is the responsibility of all Educators to ensure that programmed activities are available daily and that evaluations, observations and reflections are taking place on a regular basis offering suggestions and ideas for program delivery based on children's interests and needs.
- ✓ Service program will reflect the learning outcomes outlined in the approved learning frameworks
- ✓ Service program will be displayed in an accessible place in the Service for families and children to view that will show specific programmed daily activities that are based on children's interests, ideas or follow up from observations or reflections that Educators have noticed.
- ✓ Program Statement display will incorporate all activities that children have free access to daily.
- ✓ Program will provide opportunities for a mixture of structured and unstructured indoor and outdoor experiences and be flexible to allow spontaneous activities to occur throughout the session/day to allow children to freely follow their own interests.
- ✓ Program will take into consideration each child's needs in relation to their social, physical, intellectual, creative and emotional developmental areas. Activities will be programmed to support the development of skills for children. These

will be determined through observation, discussion, surveys, reflection, evaluation and informal and formal conversations with Educators, children and families. This is the responsibility of all Educators to ensure that this documentation is gathered on a regular basis for each child in our care.

- ✓ Daily programmed activities will consist of ideas gathered from children, parents and Educators via various methods such as suggestions, surveys, reflections and evaluations of children's needs.
- ✓ Spontaneous and planned activities will be documented in a format that will be easily accessible to families – so they can see what their child has engaged in at the Service.
- ✓ Observations, evaluations, reflections, conversations, interests, milestones not being met, profiles of children and programming all form part our Cycle of Planning.
- ✓ Class Dojo records daily activities and experiences with photo evidence for families to view. We use this app as an electronic tool to inform families of the program.
- ✓ 'It's All About Me' is a confidential folder for Educators to be aware of children with additional needs and children with medical conditions to plan for their learning.
- ✓ Documentation and meaningful displays make children's learning visible and helps ensure children's wellbeing and need for rest, leisure and engagement are being met through the program.
- ✓ Educators will regularly evaluate and reflect on the program delivery in consultation with children and families to ensure we are meeting the needs of each child enrolled in our care.
- ✓ Program delivery is not limited to individual activities but should include regular events in the routine such as arrival, departure, school drop off and collection, mealtimes and general interactions with children, Educators and families. All these should be seen as opportunities to ensure that children feel like the Service is a place, they are welcome at and they have ownership of.

Considerations

Education and Care Services National Law

Section 168	Offence relating to required program
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Education and Care Services National Regulations

73	Educational program
74	Documenting of child's assessments or evaluations for delivery of educational program
75	Information about educational program to be kept available
76	Information about educational program to be given to parents
113	Outdoor space - natural environment
114	Outdoor space - shade
118	Educational leader
130	Requirement for early childhood teacher - centre-based services - fewer than 25 approved places
131	Requirement for early childhood teacher - centre-based services - 25 or more approved places but fewer than 25 children
132	Requirement for early childhood teacher - centre-based services - 25 to 59 children
133	Requirement for early childhood teacher - centre-based services - 60 to 80 children
134	Requirement for early childhood teacher - centre-based services - more than 80 children
135	Illness or absence of early childhood teacher or suitably qualified person
152	Record of access to early childhood teachers
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
254	Declared approved learning frameworks

Education and Care Services National Quality Standards

Quality Area	Standard	Element
QA 1 Educational program and practice	1.1 Program	1.1.1 Approved learning framework
		1.1.2 Child centred
	1.2 Practice	1.1.3 Program learning opportunities
		1.2.1 Intentional teaching

	1.3 Assessment and planning	1.2.2 Responsive teaching and scaffolding 1.2.3 Child directed learning 1.3.1 Assessment and planning cycle 1.3.2 Critical reflection 1.3.3 Information for families
QA 3 Physical environment	3.2 Use	3.2.1 Inclusive environment 3.2.2 Resources support play-based learning
QA6 Collaborative partnerships with families and communities	6.2 Collaborative partnerships	6.2.1 Transitions
QA 7 Governance and Leadership	7.1 Governance 7.2 Leadership	7.1.1 Service philosophy and purpose 7.2.2 Educational leadership

Activity Centres Inc. Policies and Procedures

Excursion	Responsible Person
Inclusion	Staff Selection
Observation	Staff Training
Orientation	Supervision
Physical Environment	Vacation Care
Reflection and Evaluation	

My Time, Our Place

<u>Learning Outcome 1</u> Children have a strong sense of identity	<ul style="list-style-type: none"> Children feel safe, secure and supported
<u>Learning Outcome 4</u> Children are confident and involved learners	<ul style="list-style-type: none"> Children resource their own learning through connecting with people, place, technologies and natural and processed materials
<u>Learning Outcome 5</u> Children are effective communicators	<ul style="list-style-type: none"> Children interact verbally and non-verbally with others for a range of purposes

Early Years Learning Framework

<u>Learning Outcome 1</u> Children have a strong sense of identity	<ul style="list-style-type: none"> Children feel safe, secure and supported
<u>Learning Outcome 4</u> Children are confident and involved learners	<ul style="list-style-type: none"> Children resource their own learning through connecting with people, place, technologies and natural and processed materials
<u>Learning Outcome 5</u> Children are effective communicators	<ul style="list-style-type: none"> Children interact verbally and non-verbally with others for a range of purposes

Legislation

UNICEF	https://www.unicef.org.au
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Policy is only endorsed if initialled by 2 members of the Management Committee

Endorsed by the Management Committee on the 25 November 2022
Programming Policy is to be reviewed by the 25 November 2027