



The Hutchins School: Children's Services

CS-127: Program Planning Policy

Key Legislation	National Quality Standard for Early Childhood Education and Care and School Age Care: Quality Area 1: <i>Educational Program and Practice</i> .
Commencement Date	1/1/2011
Last Review Date	3/3/2014

1. Purpose

The purpose of this policy is to inform and direct program planning in a manner consistent with current best practice. The Hutchins School believes that young children play and learn through positive interactions that promote learning and development. These interactions may be social, behavioural, cognitive, or physical. Each, however, works toward the same goal; that is, to further the development of children through the exploration of new and varied experiences.

2. Scope

This policy applies to The Hutchins School: Children's Services.

3. Objectives

The objective of this policy is to ensure that program planning at The Hutchins School's Children's Services is consistent with and upholds the values of the Early Years Learning Framework; namely, that children:

- Have a strong sense of identity;
- Are connected with and contribute to their world;
- Have a strong sense of wellbeing;
- Are confident and involved learners; and
- Are effective communicators.

4. Definitions

The Hutchins School: Children's Services	A term used to denote The Hutchins School: Outside School Hours Care & Kindergarten (collectively).
OSHC	The Hutchins School: Outside School Hours Care
Kindergarten	The Hutchins School: Kindergarten (including Pre-Kinder)



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5. Policy Information

The Hutchins School is committed to providing quality programs for children, which are fun, interesting, diverse and challenging. Both The Hutchins School Kindergarten and OSHC offer programs that are planned, implemented and evaluated on a weekly basis. These programs are designed in consultation with children and their families, and utilise the full extent of the knowledge and expertise of the staff, in order not only to reflect the children's interests, but also to stretch each child to the limits of their abilities, and ensure their ongoing development and growth. Our programs aim to provide positive, challenging experiences for children both inside and outside the classroom, allowing them to not only grow through learning experiences in more formal settings, but also to enjoy their play time, while promoting and encouraging their own development.

The Hutchins School recognises and acknowledges that the children in our care have varying knowledge, skills and abilities, and that their social, behavioural, cognitive and physical development will inevitably be at a range of different stages. With this in mind, our programs seek to consider, respond to and plan for children's:

- Interests, strengths, ideas and opinions;
- Relationships and interactions with their peers, families, staff and the community;
- Ability to acknowledge and confidently express their emotions;
- Need to investigate, negotiate, problem solve, and think critically (and develop the skills with which to do so);
- Perspective of diversity, inclusion, social justice and equity;
- Sense of identity and self-worth;
- Relationship with the world; and
- Varied learning needs and styles.

The Hutchins School and its Services are committed to providing programs for children that set achievable, challenging goals, in order to further enhance each of these key areas.

Gathering Information & Observations

Staff of The Hutchins School gather information from a variety of sources. Program planning utilises the information gathered to address key developmental areas and meet the needs of the children in care. For each child, information is gathered regarding:

- Relationships
- Family Backgrounds
- Lifestyles
- Interests



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- Language and Culture
- Community
- Skills and Abilities

This information is gathered from the children themselves, from their families, parents, and their peers. Obtaining this data informs the planning process, allowing staff to create programs that meet the requirements of individual children, while also enabling them to integrate specifically targeted experiences into the class environment, thus meeting group needs and individual needs simultaneously.

In order to facilitate the planning process, staff also take observations during the experiences offered. These observations are clear, objective and meaningful, accounting for the individual and group outcomes. Such observations take into account the developmental level of the children, noting the level of their skills, abilities and engagement with the experiences. Staff utilise these observations in the planning of future programs in order to best address any developmental opportunities, needs or interests.

Evaluating Programs

The evaluation process is a powerful tool in assessing and gauging the value of previous experiences, and the success of their implementation. Staff are encouraged to utilise the evaluation process in order to best assess and meet the ongoing needs of the children.

After School Care

After School Care is seen as a time when the children in care can relax and unwind after a day in the classroom. Children are encouraged to socialise with one another, and share their day. Self-choice is actively promoted during this period. Activities, games and crafts are offered to the children, however, participation is based upon children's preferences. Some activities and games are placed around the room for children's use, while others are actively directed by staff. Naturally, not all children will engage in these activities in a constructive manner through their own initiative; staff are encouraged to guide these children toward finding activities that they enjoy, and are more likely to play productively with.

Children are actively encouraged to be responsible for the equipment that they use throughout the afternoon. All children are expected to treat the equipment of the Centre with respect, to share with anyone who wishes to join in, and to pack up after they have finished, or before moving on to something else.

Each afternoon, staff will take children out of the immediate environment of the Centre, to visit the top playground, Junior School playground, or oval. This is a time that allows children to expend their energy, and play active games and sports. Hutchins OSHC is an active member of the government's Active After School Care program. Under this scheme, trained



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deliverers attend the Centre once or twice a week, to provide and facilitate a range of physical activities with the children, such as soccer, football, hockey, golf, etc.

Records of the activities provided to the children are kept as part of the programming process. Brief evaluations are filled out, in order to keep track of the areas of development that are being focused on. These records are then used in future planning, and discussed at staff meetings, in order to provide an experience that is as beneficial and positive as possible.

Vacation Care

The emphasis in the program during Vacation Care is set firmly on fun. During this period, most children are in care because they are unable to be cared for by their parents over their holidays. With that in mind, we aim to provide a program that is packed full of fun – full of the kind of excursions and outings that parents would take their children on if they had the opportunity. Activities and excursions are planned with the aim of introducing some new experiences, and revisiting old favourites.

Excursions are a regular part of the holiday program. Excursions usually take place three times a week during holidays. We provide a range of experiences, from visits to the Fun Factory, Village Cinemas, and Woody's Skate Centre, to bushwalks, barbeques and parks. The program aims to find the most exciting excursions possible, and to deliver them in a manner that is both fun and challenging for children to engage in.

Evaluation takes place at the end of each day, through an evaluation form that is filled out by a designated staff member. Brief details are recorded about the success of the activity, and suggestions for future excursions. In addition to this, at the end of each program, staff, children and parents are surveyed regarding their opinion of the program, and asked to list anything that they would like to see implemented in future programs. As with all aspects of the Centre, children are encouraged to comment on anything that they like. These comments are used for future programming.

6. Supporting Procedures / Guidelines

n/a

7. Legislative Documentation and Standards

National Quality Standard for Early Childhood Education and Care and School Aged Care, Canberra, ACT, 2009.

Quality Area 1: Educational Program and Practice

- **Standard 1.1: An Approved Learning Framework informs the development of a curriculum that enhances each child's learning and development.**



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- Element 1.1.1: *Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing confidence as learners and effectiveness as communicators.*
 - Element 1.1.2: *Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.*
 - Element 1.1.3: *The program, including routines, is organised in ways that maximise opportunities for each child's learning.*
 - Element 1.1.4: *The documentation about each child's program and progress is available to families.*
 - Element 1.1.5: *Each child is supported to participate in the program.*
 - Element 1.1.6: *Each child's agency is promoted, enabling them to make choices and decisions and influence events in their world.*
- **Standard 1.2: Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.**
 - Element 1.2.1: *Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.*
 - Element 1.2.2: *Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.*
 - Element 1.2.3: *Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.*

Belonging, Being and Becoming: The Early Years Learning Framework, Canberra, ACT, 2009.

My Time, Our Place: The Framework for School Age Care in Australia.

Education and Care Services National Law Act 2010.

Education and Care Services National Regulations 2011: Regulation 99; 168, 168(2)(h).

8. Referenced External Documentation

Frith, J., Kambouris, N., & O'Grady, O. (2003). *Health & safety in children's centres: Model policies and practices* (2nd ed.). NSW: School of Public Health and Community Medicine, University of New South Wales.

Kennedy, A. & Stonehouse, A. *Fact Sheet 4: Planning for Outdoor and Active Play. Shared Visions for Outside School Hours Care.* Melbourne: Newton Press, 2004.



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Kennedy, A. & Stonehouse, A. Fact Sheet 8: Guiding Children Towards Positive and Responsible Behaviour. *Shared Visions for Outside School Hours Care*. Melbourne: Newtowne Press, 2004.

Tansey, S. Program Evaluation. Outside School Hours Care Quality Assurance Fact Sheet #5. National Childcare Accreditation Council Inc., 2005.

Program Philosophy. Outside School Hours Care Resource Folder. Department of Education: Child Care Unit, 2005.

9. Record Keeping

This policy is to be kept for three (3) years until review, unless there is a significant legislative or organisational change requiring earlier review.

The master copy is kept on Sharepoint (Policies) and is read-only in PDF form. All printed copies are uncontrolled.

10. Policy Owner

The Hutchins School Headmaster

11. Policy Review Details

Date

Changes made under review

01/03/2014 Policy placed in new (2013) template. Minor changes made to terms contained within the document to preserve continuity with the NQF and EYLF (e.g. "staff" becomes "educators" and so on). No major changes to policy or procedures.