

# Mawson Lakes School - OSHC

## Policy Statement on Program

*The Mawson Lakes School OSHC service will provide a program developmentally appropriate to the needs of the children attending the service. Using the 'My Time Our Place' framework, supported by the National Quality Standards for Early Childhood Care and School-aged Care, we will provide for the development of each child's social, physical, emotional and intellectual potential, including language skills and creativity. Children will be actively involved in all program planning, implementation and evaluation processes.*

### **HOW POLICY WILL BE IMPLEMENTED (specific policies and procedures)**

- The Director, Assistant Director and Educational Leader will be responsible to the OSHC Committee for the development of a program and for creating an atmosphere and environment responsive to the needs of each individual child and to the group as a whole and which reflects the philosophy and goals of the service using the My Time Our Place framework.
- Educators will be provided with opportunities to further their knowledge of child development theories and practice.
- Programs will be developed for all aspects of the service (i.e. Before School Care, After School Care, Pupil-Free Days, Vacation Care).
- All Educators will be encouraged to explore and use good quality resources and training to offer fresh experiences for children and to further their own professional development and skills.

The Educational Leader will have access to the OSHC Standards (National Quality Standards- *My Time Our Place* framework) to design the programs according to its requirements.

- The programs will be balanced, providing a range of indoor/outdoor experiences, quiet/active times and settings, structured/unstructured activities, and opportunities to learn and practise life and social skills.
- Programs will be designed to achieve the MTOP Five Learning Outcomes:
  - 1- Children have a strong sense of identity
  - 2- Children are connected with and contribute to their world
  - 3- Children have a strong sense of wellbeing
  - 4- Children are confident and involved learners
  - 5- Children are effective communicators
- Programs will include opportunities that foster and enhance:
  - friendships between children
  - individual child/staff interactions

- cooperative and responsible behaviours among children
- individual and group interests
- the special needs, interests and talents of every child.
- Programs will be flexible enough to allow for spontaneity, enjoyment and the unexpected. An approach to activities that values both processes and end products will be encouraged.
- The Vacation Care program will be endorsed through the OSHC Committee and shared at Governing Council.
- Written programs will be displayed where parents are able to see them and can discuss any aspect of the program with staff. An explanation of the program and how it meets the NQS standards and MTOP framework will be displayed beside the program so that families can see how their children's activity is in line with national standards. A copy of the vacation care program will be provided for each family and is available on the school's website and on Skoolbag. Parents will be encouraged to have input into program development. Parent and children evaluations of the program will be encouraged and considered. The extent to which parents wish to be involved will be respected.
- Children's programs will be inclusive of the cultural and linguistic diversity of all families using the service. They will support children to explore a range of cultural experiences in an environment free from racial prejudice and harassment.
- The service will provide a variety of equipment, toys and materials for all children to play with and use regardless of gender.
- The program will be child-centred and will allow children to experience a variety of experiences and pursue their own interests. There will always be a range of activities so that children can choose.
- Children will be actively involved in programming processes through discussions and conversations, group sessions and planning (i.e. Kid's Club); their suggestions and opinions will be listened to and acted on.
- Children will be appropriately supervised at all times.
- Educators will join in the children's activities where appropriate and encourage them to try new experiences.
- Educators will be supportive and encouraging and communicate with children in a friendly, positive and courteous manner. They will be encouraged to form friendly relationships with each child in their care. When communicating with children, staff will ensure that they interact with the child at a level they are understood.
- All educators will be responsible for working cooperatively with each other and the children to plan for the needs of the children, and for evaluating programs in relation to the stated philosophy and goals.
- Educators will regularly talk to parents concerning their child's interests and activities and respond to suggestions from parents.

- When children first attend the service the needs of both parents and children will be respected. The parent may telephone the service during the session for reassurance that their child has settled in. Educators will provide information to the parent regarding the children's participation and wellbeing.
- Where possible, new children will be encouraged to visit the service with their parents before enrolment to facilitate the child's orientation into the service.
- Structured activities and routines will be built around the regular events of the day (i.e. arrivals and departures, snacks/drinks) and will take into account the developmental needs of individual children, children's attendance patterns, the weather and physical environment, the numbers and ages of children in a given group, children with special needs, new children entering the group and the expectations of parents.
- Special group activities for older children may be organised from time to time. These will be planned collaboratively by staff, children and parents. Considerations will include the:
  - enthusiasm of the children
  - availability of suitable indoor and outdoor space or an excursion venue
  - transport, materials or equipment required
  - staffing levels and required staff:child ratio
  - cost
  - number and ages of children
  - service philosophy and policies.

Excursions will be organised as part of the program. Excursions give variety in the program, especially during the school holidays. Children benefit from experiences in the local and wider community (see *Excursions* policy for specific policies and procedures).