

The Program

1. Overview

1.1. Purpose

To run an effective and high-quality program, educators must consider and plan for the needs of individual children attending the Service each session.

1.2. Scope

All Junior Adventures Group (JAG) People are required to participate in service planning and comply with the practices set out in this policy, their contract of employment and all other relevant policy and legislation.

1.3. Legislative Requirements

Under the *Education and Care Services National Regulations*, JAG is required to have policies and procedures in place to ensure the health, safety, and wellbeing of the children in care.

2. Policy Statement

To deliver the best outcomes, service planning is vital. Team Members will consider the individual children attending the Service, their age, development stage, interests and personality when planning the daily program. Policy planning will maximise opportunities for learning and development and minimise exposure to and the use of technology.

3. Principles

3.1. Program Planning

Program planning is essential to delivering a program that provides high-quality education and care. Program planners will refer to national regulations, guidelines and best practice when developing a program that is contemporary and engaging for children attending. Program planning will implement and embed Aboriginal and Torres Strait Islander perspectives and capture children, community, and country. The planning will be reviewed and modified to suit the group of children attending.

Service planning will design an organised environment, including adequate set-up and pack-down time. Planning will include activities and time to attend to children's individual needs.

3.2. Child Development

The program must foster the development of the child, as well as provide appropriate leisure time experiences for children who are in care. Additional to our aspirations for education and care, we must meet the *Education and Care Services National Regulations 2011*, which states:

The Educational Program is to contribute to the following MTOP outcomes for each child:

- *Children have a strong sense of identity.*
- *Children are connected with and contribute to their world.*
- *Children have a strong sense of well-being.*
- *Children are confident and involved learners.*
- *Children are effective communicators.*

3.3. Learning Frameworks

We are guided by the My Time, Our Place Framework, and the Early Years Learning Framework. These frameworks outline our approach to planning and delivery of our program.

Program planning, implementation and delivery will be underpinned by the following Principles outlined in the *My Time Our Place (MTOP) Framework for School Aged Care in Australia*:

- Secure respectful and reciprocal relationships
- Partnerships
- High expectations and equity
- Respect for diversity

3.4. Communication

The program fosters open, two-way communication between families and team members to develop strong, collaborative partnership connections. This ensures that families feel welcomed at the Service and are confident that their child's or children's wellbeing is supported.

3.5. Children's Activities and Development

With the support of the Educational Leader, the Service Leaders are responsible for the development of a child-centred program. The program is designed to meet the interests and developmental needs of the children who attend, and which reflects the philosophy of the service. Programs are designed to allow for spontaneous activities and extensions of activities which have particularly captured children's interests.

3.6. Consultation and Feedback

Regular consultation with all team members, children and families is led by the Educational leader to ensure that the program is tailored to the needs and interests of all children attending.

This consultation takes many forms, including informal discussion, updating children's profiles, surveys and other written feedback. We encourage feedback and ideas as part of our partnership in education and care.

3.7. Training and Quality Improvement

Regular meetings, consultation and training are provided to team members to ensure the successful delivery of the program. Reflection and continuous quality improvement are encouraged to develop and deliver the best service outcomes for all children.

3.8. Experiences

A variety of activities are planned for each session to meet the diversity of needs, interests, and capabilities of each child. Programs will focus on physical, nutritional, and emotional wellness. Additional activities will be available if an activity is not successful on the day due to circumstances such as a change in weather or unforeseen circumstances.

3.9. Evaluation of Programs and Staff Performance

Programs and staff performance are evaluated regularly to ensure reflection and development of individuals and the program. Evaluation and improvement:

- is completed informally and formally to elicit a range of feedback and ideas about future program delivery
- includes evaluation by the Service team and management in line with the National Quality Framework

- includes feedback, complaints, incident data and other intelligence from children, families, and team members.
- occurs on a regular cycle

3.10. Communication of Activities

Communication of activities for the day is available to all families.

3.11. Staff Training

Education and investment in JAG People are vital elements to successful program delivery. Team Members are encouraged to attend internal and external training and sessions relevant to their role.

3.12. Child Safety

We safeguard children through our procedures and practices, with particular attention to the program that we deliver during our service. Policies and practices reflect the relevant legislation, including the National Principles for Child Safe Organisations. JAG provides policies and procedures to equip JAG people with the knowledge, skills, and awareness to keep children safe.

Service Practice is continuously reviewed and improved to ensure current legislation is in effect throughout the business. Families and Communities are provided with information about daily programming and can provide feedback to promote involvement.

4. Key Terms

Term	Meaning
JAG People	Any adult that governs, manages, conducts work for or provides activities to JAG in a paid or unpaid activity spanning all levels of the organisational structure
My Time, Our Place (MTOPI)	Framework for school-age care in Australia that sets out core principles and practice outcomes to assure good practice outcomes in service delivery
Team Members	JAG People who directly work with children
Service Leaders	Anyone who oversees the Service in one of the following roles: 1. The Approved Provider; if the approved provider is an individual, in other cases, a person with management or control of the Service 2. The Nominated Supervisor of the Service 3. A Responsible Person who has been placed in day-to-day charge of the Service in the absence of the Nominated Supervisor.

5. References

Education and Care Services National Law and Regulations
Children Education and Care Services National Law Act 2010
Educational and Care Services National Regulations
National Quality Standards for Early Childhood Education and Care and School Care
United Nations Convention on the Rights of the Child (UNCRC)
Other Relevant Legislation
Regulation 73 - Educational Program
Regulation 74 - Documenting of child assessments or evaluations for delivery of educational program
Regulation 75 - Information about the educational program to be kept available

Regulation 76 - Information about educational to be given to parents
Regulation 113 - Outdoor space—natural environment
Regulation 118 - Educational leader
Regulation 123 - Educator to child ratios—Service-based services
Regulation 155 - Interactions with children
Regulation 160 - Child enrolment records to be kept by approved provider and family day care educator
Regulation 168 - Education and care service must have policies and procedures
Regulation 170 - Policies and procedures to be followed
Regulation 171- Policies and procedures to be kept available
Regulation 172 - Notification of change to policies or procedures
Related Policies
Building Positive Relationships with Children
Working in Partnership with Families and Communities
Related Procedures
01P001 Programming Guidelines
01P002 Holiday Program and Pupil Free Day Planning Procedures
Other
Quality Area 1, 2, 3, 4, 5 Standards 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2
OCG Guide to Child Safe Standards - https://ocg.nsw.gov.au/child-safe-scheme
CCYP Child safe Standards - https://ccyp.vic.gov.au/child-safe-standards/
National Principles for Child Safe Organisations - https://childdsafe.humanrights.gov.au/national-principles

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