





# What is a program ?

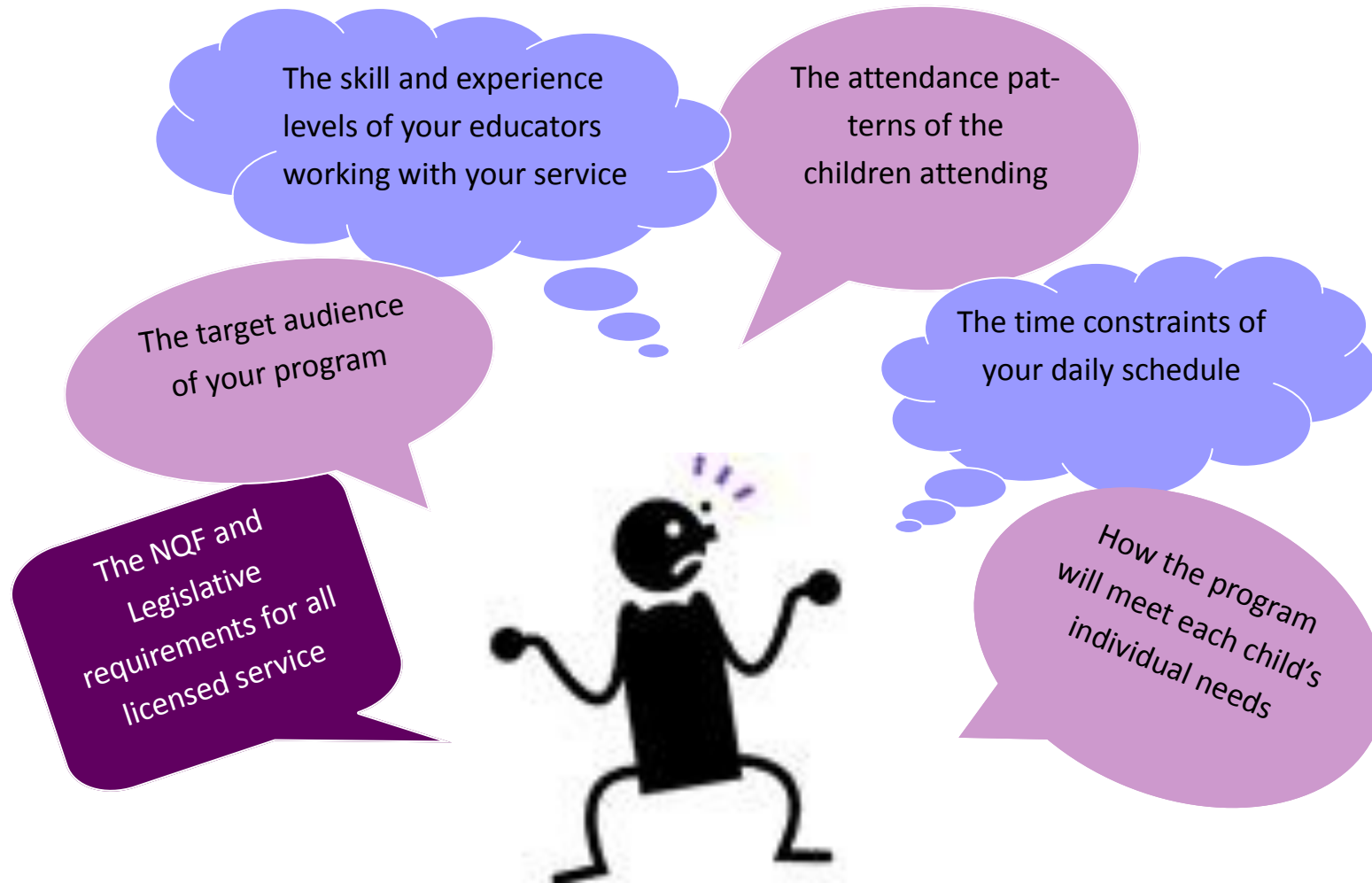



A program includes everything you offer at your service from the moment the children arrive till the last child departs. *It is not just simply a list of activities on offer each day.* It encompasses every thing within your service including the daily routine, transitions, how you set up your environments, the amounts and types of equipment available and how the educators in your service interact with each other and the children within the service. It should reflect your services philosophy and show strong links to the NQF and My Time Our Place documents and be produced as a collaborative effort including the views of all children, families and educators in such a way that is easily understood and is inclusive of all who are part of the service community .



# Pre-development program considerations

Here are some things areas you may like to consider before you develop your service program





The NQF and  
Legislative  
requirements for all  
licensed service


The following are a list of requirements that apply to all licensed OSHC service in relation to programming requirements as set by ACECQA  
National Quality Framework includes the 7 Quality areas in to be followed in addition to...

- ⇒ [My Time Our Place](#) the OSHC curriculum document - all OSHC services are required to use this curriculum as the basis for their service programs
- ⇒ [Education and Care Services National Law \(WA\) Act 2012](#) - In particular Section 168 and 323
- ⇒ [Education and Care Services National Regulations 2012](#) - In particular Reg. 73,74,75 and 76

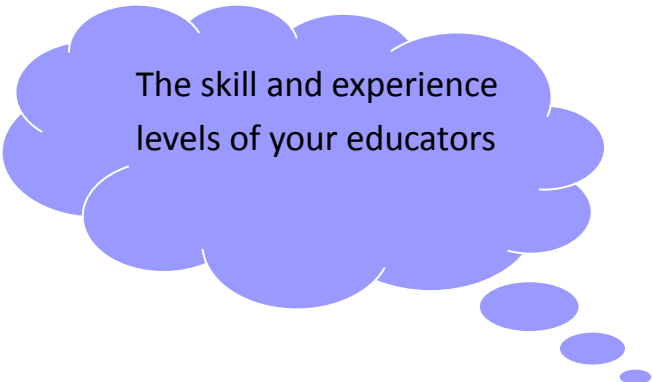
- ⇒ How will your program be displayed to staff?
- ⇒ How will your program be displayed to families?
- ⇒ How will the children with different reading abilities be informed about the service program and daily events?

What type of information do each group of people need and want?

TIP ... Have you considered using visuals in your program such as photos of actual items in your room , pictures or compics to create a more inclusive programming display at your service.



The target audience  
of your program



The skill and experience  
levels of your educators

- ⇒ How will the information regarding the services program and daily schedule be communicated to the educators who will be working within the program?
- ⇒ What special skills/experience/knowledge do the educators in your team already have and how can you extend on these to benefit your service?
- ⇒ What are reasonable expectations of the educators in your team and where are the areas that your team requires support and further development?

TIP ... be selective with your staff allocations to find the best person for each task.

- ⇒ How many children attend your service on a full time permanent basis?
- ⇒ How many children attend your service on a part time permanent basis ( 3 or more sessions per week)?
- ⇒ How many children attend on a casual or non regular basis?
- ⇒ Do you have children who are only there on a short stay basis?
- ⇒ What about children who only attend the service once or twice a year ?
- ⇒ What programs does your services offer? Vacation care / Pupil free day care / Before school care / Afterschool care?

The attendance patterns of the children attending

The time constraints of your daily schedule

- ⇒ How much time will staff have to record observation and reflections?
- ⇒ When is a good time for all staff to meet to discuss and reflect on the service program?
- ⇒ How frequently will this need to happen to ensure that all team members are regularly sharing ideas and reflections?
- ⇒ How does your daily routine at your service affect the program you offer and where are the areas that are not flowing in your day?
- ⇒ What other factors that impact your day that are out of your control does your service need to consider when planning?
- ⇒ How often will you provide formal feedback to families and how much time will this take to prepare?

- ⇒ How will your service record and use observations on each child's participation in the program and their progress?
- ⇒ How does your service environment and philosophy encourage the children attending your service to share their ideas, abilities and interests?

TIP ... by providing an open ended environment where children are able to make choices and participate within the service as they choose you as well as providing opportunities for children to learn new skills through intentional teaching moments you will be displaying that you value the input of your service community.

How the program will meet each child's individual needs

# Developing a programming procedure in your service

## Why we do it ....

By creating a workable plan at your service you ensure that you not only have information that you can use to support your service through the assessment and ratings process but also have a plan that all staff can use to guide them in their daily practice. This ensures that everyone is on the same page and understands how they fit into the programming cycle at your service.

## What should it include ...

What you choose to include is up to each individual service, however it needs to ensure that it explains in an easily understood manner the steps your service has decided upon to meet the documentation requirements for programming and assessment.

When making your plan may like to consider the following...

- ⇒ Observations
- ⇒ Use of photographs other visual media
- ⇒ Program documentation requirements
- ⇒ Educator communication requirements
- ⇒ Services philosophy on children learning
- ⇒ Reflections and service improvements
- ⇒ Family feedback
- ⇒ Assessments of children learning
- ⇒ Confidentially and storage or records



## OBSERVATIONS

The purpose of observations

How often they should be recorded

How educators will know who to observe

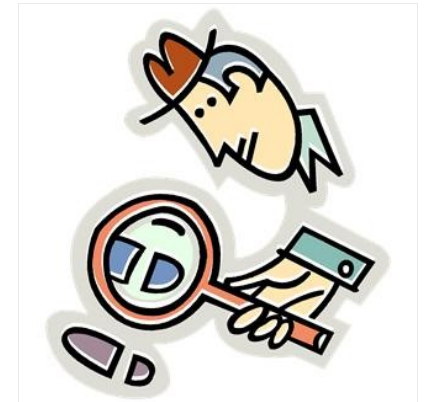
The type of documentation required

Examples of the information that is required

How to record group observation

Storage and confidentiality issues

Who has the right to request to read the information recorded



## USE OF PHOTOGRAPHS OTHER VISUAL MEDIA

Will your service be using cameras to record images of the children attending?



What equipment is available to the educators at your service and how do they access it?

What restrictions is your service placing on the recording of images?

E.g. the use of educators personal cameras and mobile phone to record images

How are family members informed and how do you communicate to the educators which children are not authorised to have images taken of them?

Where will these photos and movies be displayed?

How will the service ensure the privacy of the children?

The use of photographs in the assessment process?