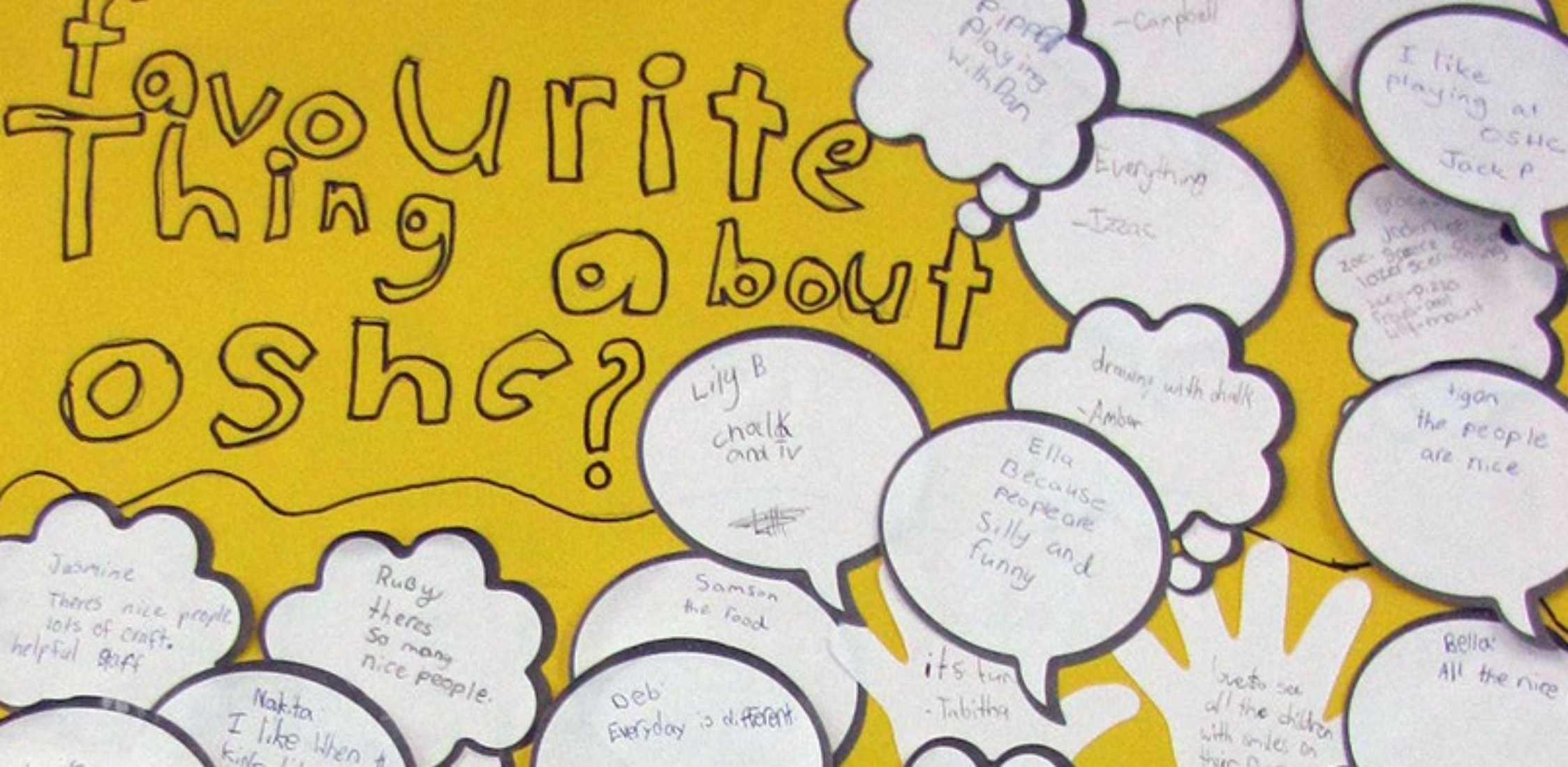


OSHC Programming Resource

This resource was developed by Gowrie SA under the Inclusion and Professional Support Program. The Inclusion and Professional Support Program was funded by the Australian Government Department of Social Services.

Please note the links for the updated National Quality Framework have not been updated.

We hope you will find this resource useful as you reflect on programming.



OSHC Program Examples

Ideas and Inspiration

Introduction

When developing programs, educators generally consider what's working well and what might need improving to support the most effective and engaging programs for children. Having other programs to look at can offer inspiration and ideas for getting started or to use as a reflection tool for your own programs. As part of this process educators may have questions like “What should the program look like?” or “Am I doing it right?”

In this resource, you will find a selection of real examples of programs that offer ideas and inspiration for possible program formats to support working with the My Time, Our Place (MTO), the Framework for School Age Care in Australia, and the National Quality Standards (NQS).

These programs have been developed over time in response to the introduction of the MTO and the NQS and to fit a particular context. With this in mind, you will need to make sure that ideas you get from these fit your own context and that they are understood and engaged with by educators within your team and meet the needs of the children attending your service.

The guiding documents in the development and delivery of a program are:

- the My Time, Our Place
- the My Time Our Place Educators Guide
- the National Quality Standard
- the National Law and National Standards

Gowrie South Australia
39a-43 Dew Street, Thebarton SA 5031
Phone: 08 8234 5219
Tollfree: 1800 129 606
Email: train@gowriesa.org.au
Website: www.gowriesa.org.au

Gowrie
South Australia

These documents provide information about what is required and who is responsible.

“The Framework provides broad direction for school age care educators in settings to facilitate children’s play, leisure and learning. It guides educators in their program decision-making and assists in planning, implementing and evaluating quality in school age care settings. It also underpins the implementation of more specific experiences relevant to each local community and school age care setting” ([My Time, Our Place, Framework for School Age Care in Australia](#), p. 6).

The National Quality Standard, 2011 requires all services to work towards continuous improvement. That means that the program design as well as its implementation needs to be thought of as an evolving process over time.

Standard 1.2 “Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child” (ACECQA 2011, [Guide to the National Quality Standard](#), p.38).

The educators whose programs are included in this document all talked about different versions of the formats, and that there was still work to be done.

Ideas and inspiration for
program formats for
My Time, Our Place,
Framework for School Age
Care in Australia

When educators are on the lookout for ways to improve program processes and formats they are engaging in the cycle of continuous improvement and reflective practice. We hope that this resource is the beginning of a networking and sharing portfolio which is designed to be built upon and added to. You can do this in your service by using a folder to include copies of formats from this resource and any others that you develop or borrow from other services. You can share your program formats with us by emailing us at train@gowriesa.org.au.

In developing this resource, we had many conversations and debates about:

- What do we mean by program?
- What does a program look like?

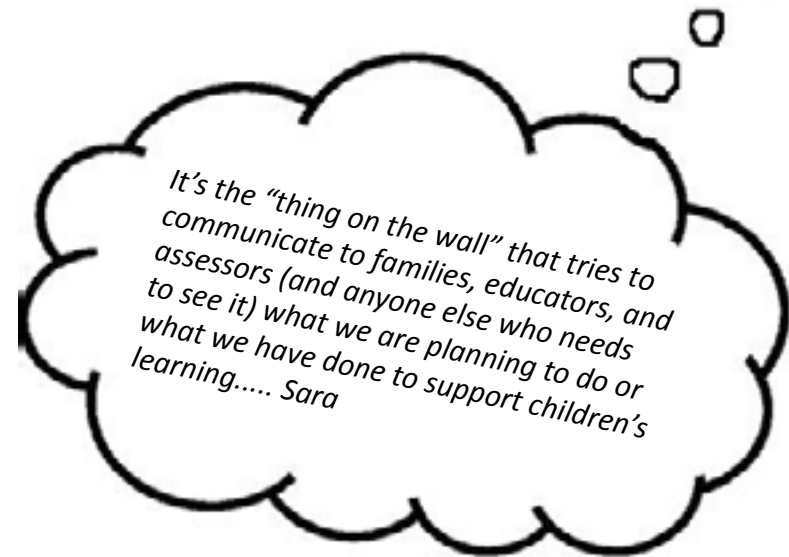
We suggest this is a really useful place to start. Before changing anything have a conversation at a staff meeting or team meeting about your program. Ask each other what do you mean when you say “the program”? You might also want to talk about what the program is for and what you want to include in your program. This is a great time to do some research with the guiding documents to find out what is required.

Having this conversation with all educators in your service will prepare you for the assessment visit and support understanding of your programming process.

NQS 7.2.3 “You may need to discuss with the Assessor how your service uses information about children’s learning and development based on reflection and documentation to inform and evaluate programs to support children in achieving outcomes” (ACECQA 2011, [Guide to the National Quality Standard](#), p.184).

In the development of this resource, we engaged in discussions with a number of educators about their perspectives on “What is a program?” and “What is it for?” We have documented the differing perspectives around these questions.

What is a Program?



What is it for?

Capturing moments in children's play and building on those moments for children. Its educators looking at play and asking "What if?" It's not just doing "it" because we have to! Most of the time it's magic with a bit of hard work and fairy dust thrown in.".....Deb

*A program is open ended, and spontaneous, supporting children to voice, needs and interests guided by staff and families.
.....Jani*

*A program is a planned approach to implementing My Time, Our Place with children.
It is highly contextualised on the individual needs and dynamics of the children, families and educators it is designed for and with
.... Lyndsay*

A program is a document which helps educators map the journey of the children in their care - both where they've been and where they are going. It guides the educators, children and families and helps identify goals and opportunities.....Freya

A program is the documentation which is used to make sense of and plan to extend the learning that has been happening with children. The documents are a record of the learning journey and a guide for educators to direct their thinking and enrich their time at OSHC..... Michelle

“Educators may make some documentation visible to showcase the learning which has occurred and to find ways to connect with others. When you document a child’s story you give the child a voice, and have a valuable tool for opening a meaningful discussion with that child’s family. It is also a means to engage with other educators, such as teachers in the child’s school. Children also love to go back and reflect on documented moments”

(DEEWR 2012 [Educators’ Guide to the Framework for School Age Care in Australia](#), p.77).



What could our program look like?



How could we display it?



The Planning Cycle

The Guide to the National Quality Standard (2011) says:

“An ongoing cycle of planning, documenting and evaluating children’s learning underpins the educational program and involves educators in critically thinking about what is offered and why.

Written plans, records of child assessment and evaluations underpin practice with children and families and enhance the accountability and professionalism of the service”

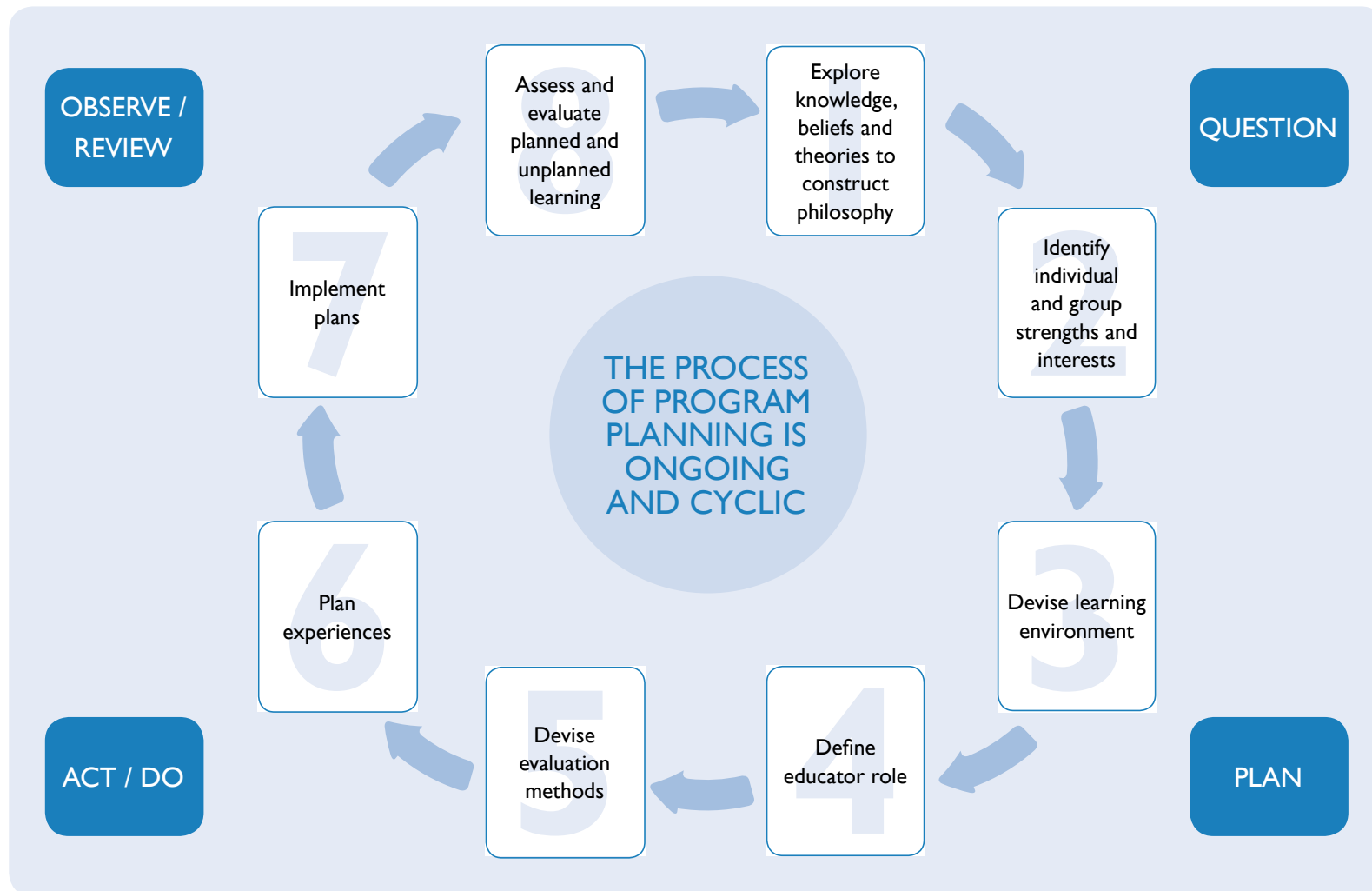
(ACECQA 2011, [Guide to National Quality Standard](#), p.22).

This will look different in each service because the program reflects the context – the children, the families, the educators, the environment, the community, the philosophy. Taking time to explore and understand your context will really help in the development of any program. Having professional conversations with each other about your philosophy and how it relates to the program will give you a great base to work from.

On the following pages, we adapted the planning cycle diagram from the My Time, Our Place Educators Guide (DEEWR, 2012, p.16). At each step there are reflective questions to consider which will help you to reflect individually and/or with other educators and to think about how you make decisions about planning and documentation.

As My Time, Our Place suggests, the program encompasses far more than just a list of planned experiences. So when program planning, educators need to consider such things as the environment, the routines, the everyday resources, the interests and needs of the children, and the skills and knowledge of the educators who work with the children.

SCHOOL AGE CARE PLANNING CYCLE



Adapted from 'School Age Care Planning Cycle' (DEEWR 2012, [Educators' Guide to the Framework for School Age Care in Australia](#), p.12).

Question

How have our conversations with families helped us learn more about each child?

What's my understanding of how the child learns in this environment?

What do I want to find out about who this child is?

What have we noticed about how the children have been using the environment?

“Effective forward planning will enable the success of any service. It operates as a continuous ‘cycle of inquiry’ which includes stopping to think about how and why we’re doing things the way we are, examining our answers to these questions from different perspectives, and using the deeper understandings we develop as a reference point for deciding what actions or changes we want to make.”

(DEEWR 2012 [Educators' Guide to the Framework for School Age Care in Australia](#), p.12)

Plan, Act/Do

How will I extend on what I've discovered and know about this child?

How will we build on the children's resourcefulness within our environment?

“Educators should spend time planning their indoor and outdoor environments to achieve the outcomes of their vision, which is aligned with their philosophy and beliefs. School age care settings should provide choice and flexibility and a range of engaging experiences which will meet the needs of a range of different children in different age ranges. There should be opportunities for creativity, experimentation and play. The environment should allow children to feel a sense of belonging, coupled with a sense of autonomy.”

How have I used the MTOP framework to guide my planning and practice?

How have my 'everyday' conversations with families given me inspiration to plan and respond to children?

Observe/ Review

What planned
and unplanned
learning
occurred?

How do the
reflections on
our environment
support continued
engagement from
children?

How have I used
the principles and
practices from
MOTP to support
each child's
learning?

How have my plans
and responses to
conversations with
families supported
each child and their
family's sense of
belonging?

“Evaluation should not simply consist of individual written work. Group reflection and discussion is a critical component of evaluation which then leads onto the next step in the cyclic process. Children should also play a critical role in evaluating aspects of the program including routines, experiences and resources.”

DEEWR 2012, [Educators' Guide to the Framework for School Age Care in Australia](#), p.18)

Examples..

“Documentation serves different purposes at different times. The criteria for what counts as quality documentation depends on the context in which you are using it. What seems to remain constant is that quality documentation focuses on some aspect of learning—not just ‘what we did.’ It prompts questions and promotes conversations among children and adults that deepen and extend learning.”

(DEEWR 2012, [Educators' Guide to the Framework for School Age Care in Australia](#), p.75)

The following pages provide a range of different examples which we hope will provide you with ideas and inspiration to get started or make changes to your program. We do not guarantee that the examples are best practice, simply examples for you to reflect on.

To support you in reflecting on and developing programs in your service you may be interested in accessing the wide range of professional learning we have available at Gowrie SA or we can come to your service and customise professional learning to meet your specific needs. We also have on-site mentoring and consultancy available where we can work with educators to reflect on programs, environments, engaging learning experiences, documentation and My Time Our Place.

For more information, contact Gowrie SA on 1800 129 606 or email train@gowriesa.org.au.

You can also find upcoming training, resources and useful links on our website www.gowriesa.org.au

Service One

This service uses a range of documentation to inform the program.

This is the main displayed program which appears on the wall to communicate to children and their families the key happenings over a two week period. It identifies experiences available every day, specific organised activities, group and long term projects, children's ideas, family feedback and educator follow up. It is only one part of the programming process. Individual learning plans, modified learning stories and other various methods are in place to inform the program.

Nintendo from 4pm
Lego, Mobilo, Gears, Construction blocks
Board Games
Skates, Roller blades—outside
Sports Equipment Tubs
Outdoor Play 3.30-5.15
Play Corner
Dress Ups
Drawing
Colouring
Book Corner
Chess
Cars Mat
Board Games

Available this Week
 Wii, Light Box, Foosball
 Making Table
 Board Games, Play Foam
 Special Dress Ups

Homework Club available Mondays to Thursdays 3.30pm to 4.15pm

Term 3 2011

Organised Activities Week 11
Monday - Play Foam
Tuesday - Growers Club Meeting, Special Dress ups
Wednesday - Sand Key Rings, Light Box, Wii,
Thursday - Foosball, Loom Bands & Scoobies
Friday - Capture the Flag, Loom Bands



Organised Activities
Monday— Athletic Art, Commonwealth Games Batons
Tuesday - Athletic Art, Paper Purses, Garden Growers Club
Wednesday - Plant Lemon Tree & Woolie Bushes, Special Dress Ups
Thursday - Cook around the World: English Potato Cakes
Friday - Dodgeball in the Gym, Roller Boards

Weeks 1&2

Children's Ideas:
Tuna Mornay
Kabana Cups
 Caba - Tiger Bread w/ veg
 20 Lek - Salt Wall display - Lego
 Being 2&2 being to bed

Families Ideas & Feedback:
 Uno Championship

Educator's Follow Up:

Outdoor Equipment Available This Week....
 Roller boards

VIPS

Oriental's Manager -
 Creature Keepers -
 Sports Monitor -

Each term all info from the various sources is collated and coded on a data entry sheet and used to feed back into the program.

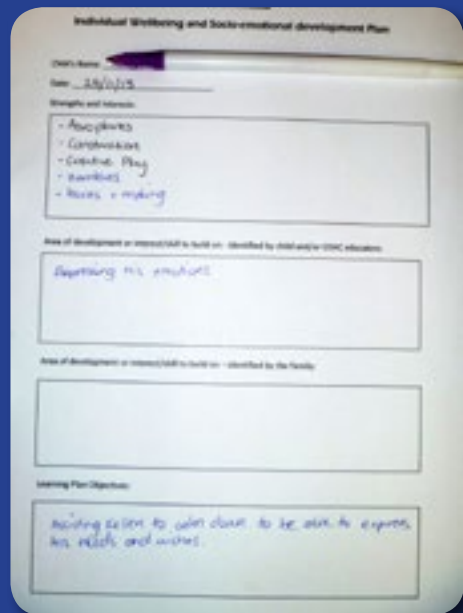
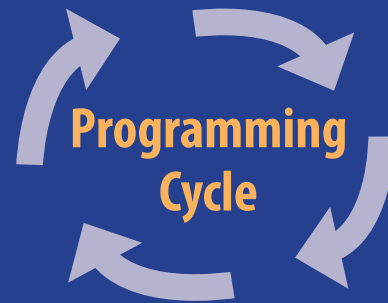


A term planner is used to record programmed activities.

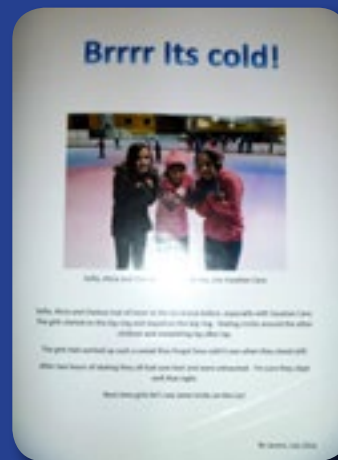


A fortnightly template is used to display the current program as well as collect information from children, educators and families to use for future programming.

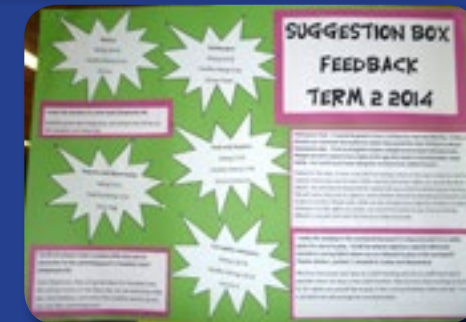
Suggestion Box and 'about me' information collated



Individual Learning Plans are written for each child every year or two years. These are discussed and written at planned staff meetings.



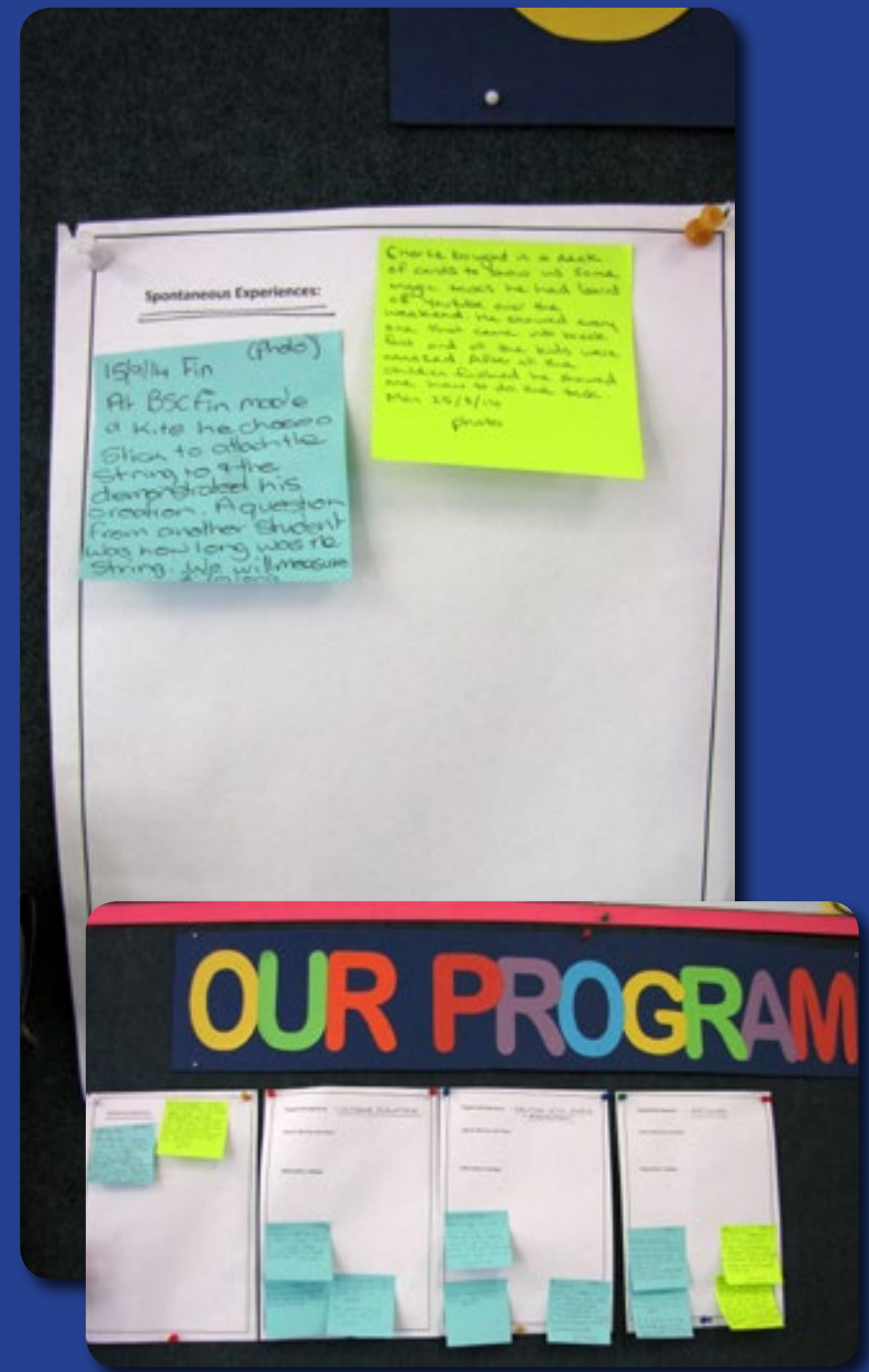
Modified learning stories written on each child – one or two per year placed in portfolios.



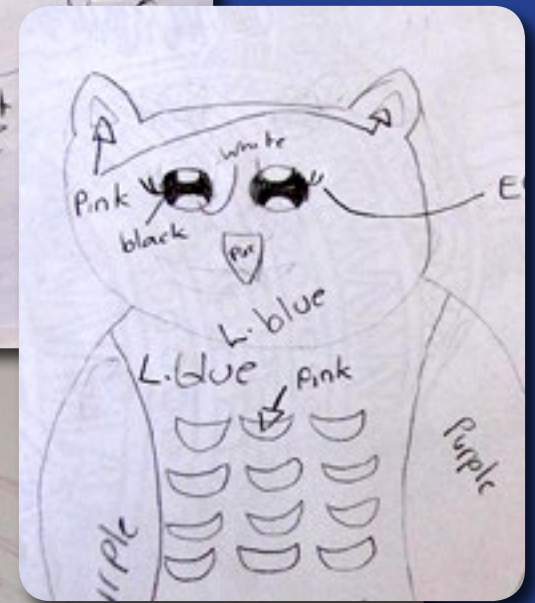
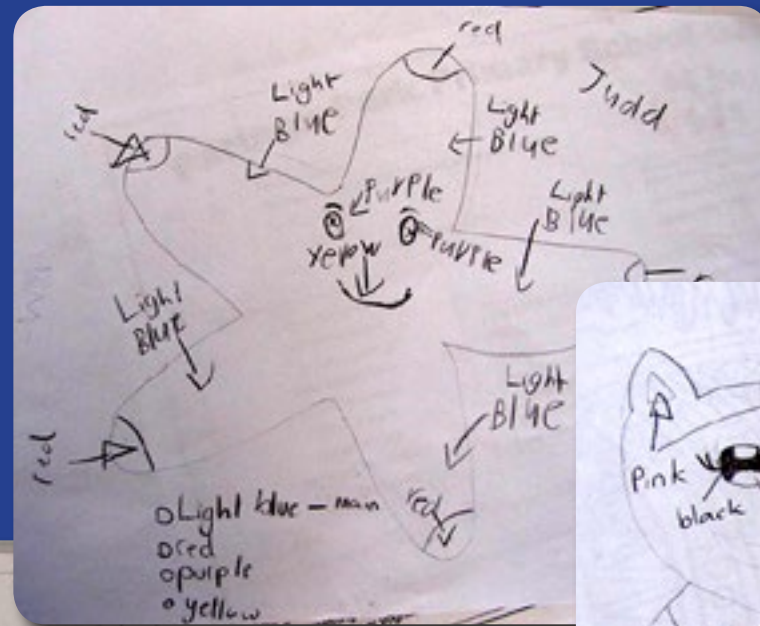
Service Two

The next 3 pages demonstrate another service's approach to programming. This service uses various approaches to documenting their program including modified floor books, discussions recorded on white boards, question boards with children's responses and jottings of observations of children's learning and wellbeing.

- Featured on the right is the main wall display.
- 3-4 key areas of learning, interest or enquiry are identified from observing. Each key area is placed on a sheet of paper, plus 1 additional sheet for spontaneous happenings. These key areas can reflect activities, experiences, routines, projects, questions/ reflections or wonderings, interactions, play spaces/ environment e.g. outdoor play space, helping with snacks, artwork, etc.
- Educators add jottings on sticky notes of key learning, observations, questions and discoveries under each heading. Children and families are also encouraged to add notes.
- There is no timeframe for key areas to stay up. It could be a few days, weeks or a term depending on children's interests, learning and discoveries. If new interests emerge they are placed on a piece of paper.
- The information gathered informs future programming, information on each child's learning and wellbeing and a modified floor book. Formal reflection takes place once a week.



A large white board is used to capture children's voice and collaboration. At this service they are currently having "The BIG DISCUSSION" about rules or agreements.



BRING Judd & Millahs SONGS

Term 3 - AASC

- Mondays - Formal
- Tuesdays - Maths - Skills
- Wednesdays - Martial Arts

Why is Play Important?

The BIG DISCUSSION

RULES or AGREEMENTS:

- Less distractions
- Make a mess clean it up
- Don't talk
- If sensible can go out to try toward 1 minute
- 1 person speaking at a time
- Respectfully & create
- Be respectful to staff
- Use words what

Wheel of Choice

When you have a problem use at least 2 of these choices

Options on the wheel include: 'Please leave', 'HAVE YOUR SAY!', 'Calm down', 'Take a break', 'Talk to your friend', 'Ask for help', 'Use words', 'Use a strategy', 'Use a strategy', 'Use a strategy', 'Use a strategy'.

Other notes on the board include 'BSC 2019', 'OSHC', and 'Rock'.

This program book was initially started by an educator who wanted to further understand My Time Our Place and the NQS. It has evolved and become an essential component to documenting the program including children's learning and wellbeing, routines, experiences, reflections, projects and focus areas. Sometimes it captures one child, other times groups of children, sometimes it captures a focus area of learning and exploration over time, at other times a snapshot of experiences from an afternoon. Learning is sometimes prompted by educators attending professional learning, critical reflection, professional conversations and children's explorations.

EXPLORING PLAY - INTRODUCING SOMETHING NEW
 - Challenging - Extension - Negotiating - Sharing

QUART IMPROVED? *at first* - Following the request for more, bigger branches to do things with, please from Daniel & Locke, Deb arrived at ASC with a bag full of branches and many cuttings. These were sourced from a forest & creek near home. Included was the 'Play Rock' from a July '18 workshop. In the 'Play Rock' there were 2 small hockeys, pegs, elastic, 2 metal pulleys, twine, plus 4 spools of rope taken from Deb's car. Daniel & Locke were more than excited to unload the car. Everything was taken to the sheltered Enrichment table where I immediately took an interest, curious to know "what's going on?" & to be part of the activity.

Overheard Locke say to Daniel "I told you Deb had a surprise for us."

Daniel & Locke had some concerns with the number of children "taking our sticks". Negotiation followed with the focus on sharing and perhaps the provision of more stuff next week.

★ Hockeys and ropes were the most popular. Toby, Zlatan, Josh and Luka all made fishing poles. The use of the hockeys required some direction - mainly "watch your fingers" and "help each other." "If we use the tree frame to hold one end of the stick that really helps."

★ Daniel showed perseverance, working with the pulleys but decided to leave them hanging. "I'm going to again with those. I'm going to work on a lean-to."

★ Toby worked on a fishing pole. "I've never really tied a rope knot before. If I take any time, I have a bit more hanging out the end it's easier."





'SHARING TIME' - PART OF OUR OSHC ROUTINE





★ What is "SHARING TIME"? - It's a time when everyone - children and educators "come together to share". In ASC it involves taking Roll Call's making sure everyone is accounted for; educators passing on important information to the children; and for the children the opportunity to share news & items with the other children and the educators. Following "Sharing Time" children wash their hands ready for snack.

★ Who? Originally the educators "ran" Sharing Time. As children would be signed-in, there would be requests "can I do sharing please?". Effort was taken to ensure as many children as possible to "share" throughout the week. The 'running' of 'sharing time' has now been handed to representatives of the School 'Student Voice Executive'. At other times older students may 'run sharing time'. These children take on the role responsibly with expectations of the group norms of respect and positive behaviour.

★ Including What? Recently topics have included -
 • Birthday news • Fancy costumes • Gymnastics competitions • Sports news • The Royal Show
 • Grandma's old mixer • Toys away • Snack suggestions • Program ideas • ASC
 • Dinosaurs • Toys • Who serves snack?
 • "Just One Photo" • Changes to the OSHC room
 • Caring for OSHC • New outdoor play space
 • and... lots, lots, lots more!

★ LINKS TO MTDOP - *at first* - Children have a strong sense of identity, developing confidence and knowledgeable self-identities. Children feel recognised & respected for who they are; develop a wider sense of the diverse values & beliefs held by other children; celebrate and share their contributions & achievements.

★ *at first* - Luka invited Olivia and Annabel to share news about their gymnastics.

Service Three

This OSHC service has created focus groups to support the collection of information about each child's learning. Observation forms, surveys, discussions and a project book reflect and inform the program along with a weekly timetable and a sheet to document spontaneous activities. Staff share responsibility for documenting children's learning and wellbeing.

Grange PS OSHC Program — 10/03/2014 to 24/03/2014					
Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-9:30	Free play	Free play	Free play	Free play	Free play
9:30-1:00 HALL	*Roll Call & *Afternoon tea	*Roll Call & *Afternoon tea	*Roll Call & *Afternoon tea	*Roll Call & *Afternoon tea	*Roll Call & *Afternoon tea
1:00-2:00 ART SPACE	Stress and	Origami	Ice-cream shop with play dough	Partnered Chess	Plaster painting
2:00-5:00 HOMWORK ROOM	Homework				
4:00-5:00 HALL/FRONT	Snack in the yard	Soccer	Basketball	Roll over all over	Imaginative play
5:10-5:20 LATE SNACK	Snack & Pack up	Snack & Pack up	Snack & Pack up		
5:30-6:00 ART SPACE	Quiet	Quiet	Quiet		

Spontaneous Activities	
10/03/14- 24/03/14	
•	Older children reading books to younger children
•	Picture drawing
•	building blocks
•	made Paper planes
•	Pot plant Gluing
•	butterfly Painting

Friday 12th September.

This afternoon at OSHC, the children enjoyed spending their time outside in the lovely Sunshine. Some of the activities the children played were: Soccer, poison ball, swinging on the monkey bars and making creations in the Sandpit. Today we also had a visitor Adam who taught us various Martial Art moves. It was great to watch all the children having a go and enjoying themselves. Unfortunately this was our last session with Adam for the year. Thanks Adam. 😊

Outcome 4: Children are confident and involved learners.

Service Four:

This is an example of an open ended, spontaneous program supporting children voice, needs and interests guided by staff and families. Each day of the week has a form with a key at the bottom. This indicates where the input came from and links to Learning Outcomes. The educators follow children's lead and write daily reflections as they emerge. This along with mind maps and other sources of information such as about you forms, surveys, journals, quote books are used to inform extended learning opportunities.



SPQOIC - ANNUAL CHILDREN'S SURVEY 2014
Southern Plains OSIC

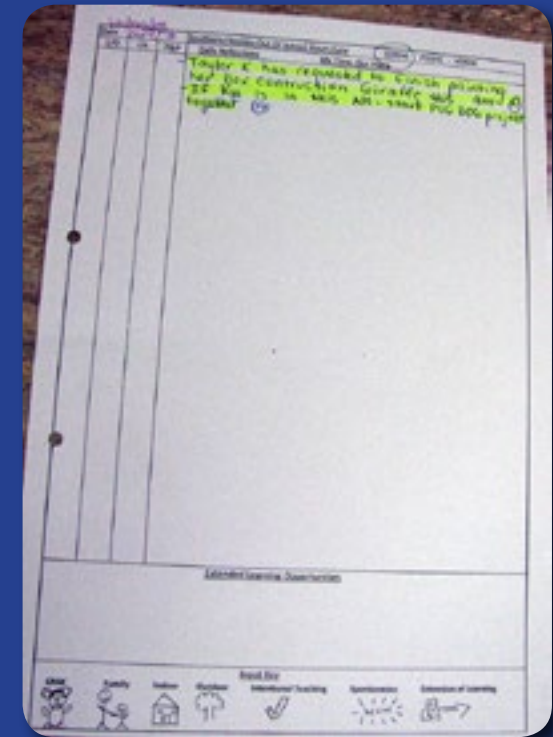
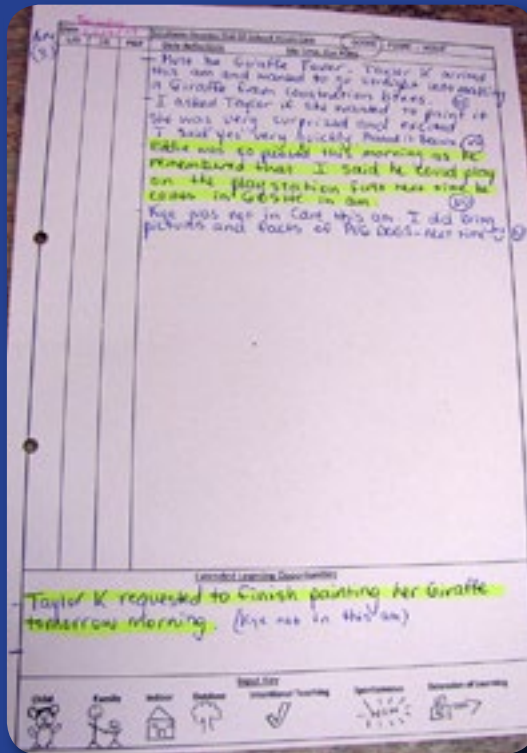
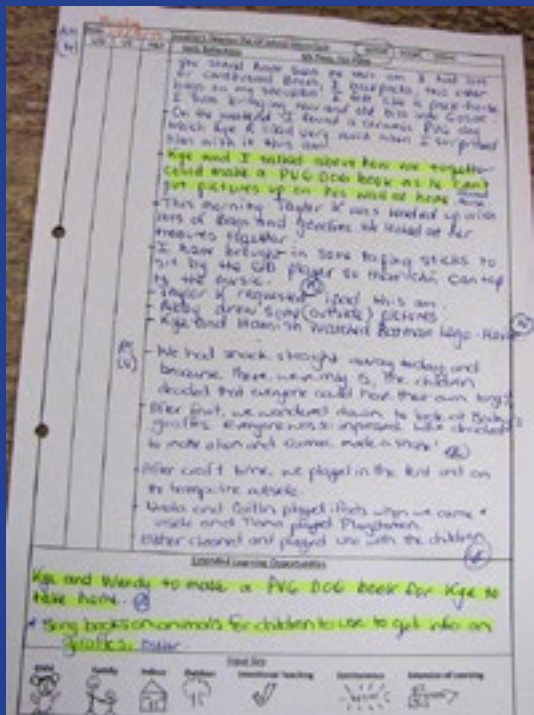
	Mostly Yes	Sometimes	Mostly No
About me			
1. Staff make me feel good about myself			
2. Staff treat me as if they like me.			
3. Staff treat me fairly and listen to my voice.			
About the staff			
4. I know who the staff are, and who I need!			
5. Staff are nice to each other!			
6. Staff listen to me when I talk and help.			
7. Staff encourage me to be part of the group and follow group agreements and rules.			
8. Staff are nice to my family and siblings.			
9. Staff are interested in me and my family.			
Activities			
10. I know where things are and where I can go.			
11. There is time to play and be with friends.			
12. There are things I like to do and new things to try and challenge my skills.			
13. I can have a say in what happens here at SPQOIC.			
Health and safety			
14. There is a variety of food and enough to eat.			
15. If I forget, I am reminded to wash my hands before I eat or at snack times.			
16. Staff look after me if I am sick or hurt.			
17. I feel safe here at SPQOIC.			
18. When I am going to do things that are risky, staff teach about safety and rules.			
19. Broken things are fixed or placed out of bounds, in the bin or replaced.			

My Voice, Our Place



Service Five

This single staff service uses a daily reflection plan completed during the service operating hours, and a communication book in conjunction with a modified project/floor book to capture children's learning. The educators use a highlighter to show links, follow on and a continuous cycle of planning.



In addition, this book is used in a flexible way to capture the program. It used for capturing children's interests, learning, projects, inquiries, happenings, experiences, reflections, staff meetings and more.

Children and educators are encouraged to document in the book which is available to families at all times.





Before School Care cooking in the kitchen



Making Apple Crumble with Seth 12/09/2013 with Wendy

Apple crumble is so easy to make, it can hardly be called cooking. This apple crumble recipe makes a great winter dessert, served with ice cream or cream, and contains cloves, allspice and brown sugar. The crumble forms when baked in a hot oven.

Ingredients:

- 6-8 large cooking apples (or 2 cups poached or pureed fruit)
- 1 tsp water
- 3 cloves or 1 tsp ground allspice

Crumble topping

- 150g plain flour
- 60g unsalted softened butter
- 100g brown sugar (try 50g of Sugar)

Method:

Preheat oven to 200°C.

Peel, core and cut apples into smallish pieces.

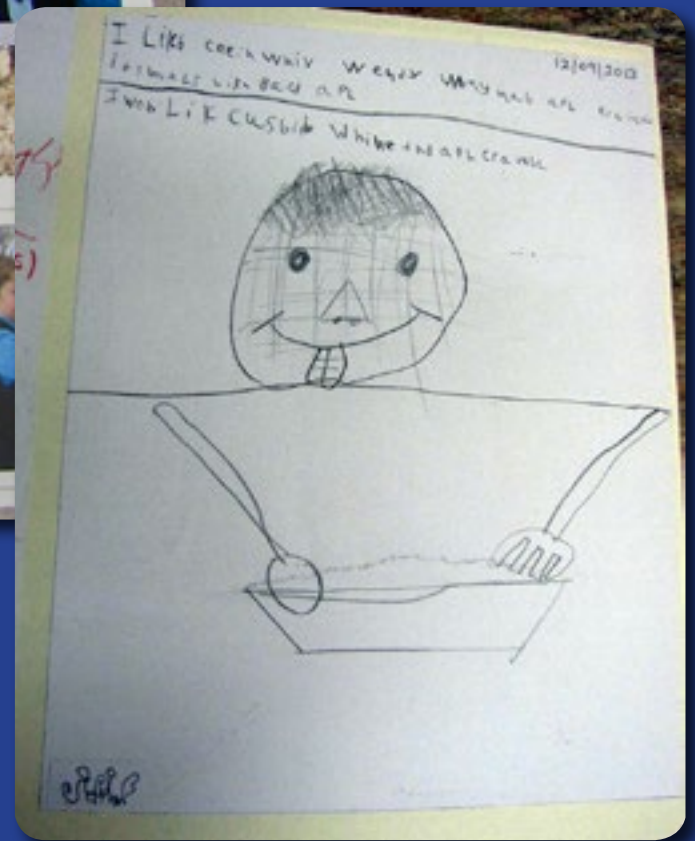
Place cut apple, cloves and water into a small casserole dish.

Cover and place in microwave on high for about 5 minutes.

In a small bowl, rub the butter and flour together to form pea size pieces.

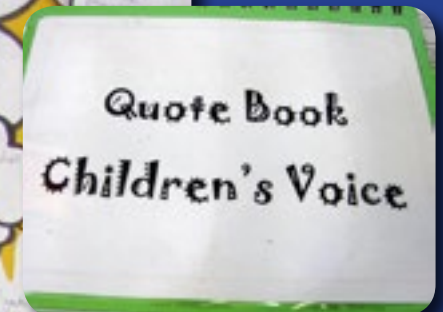
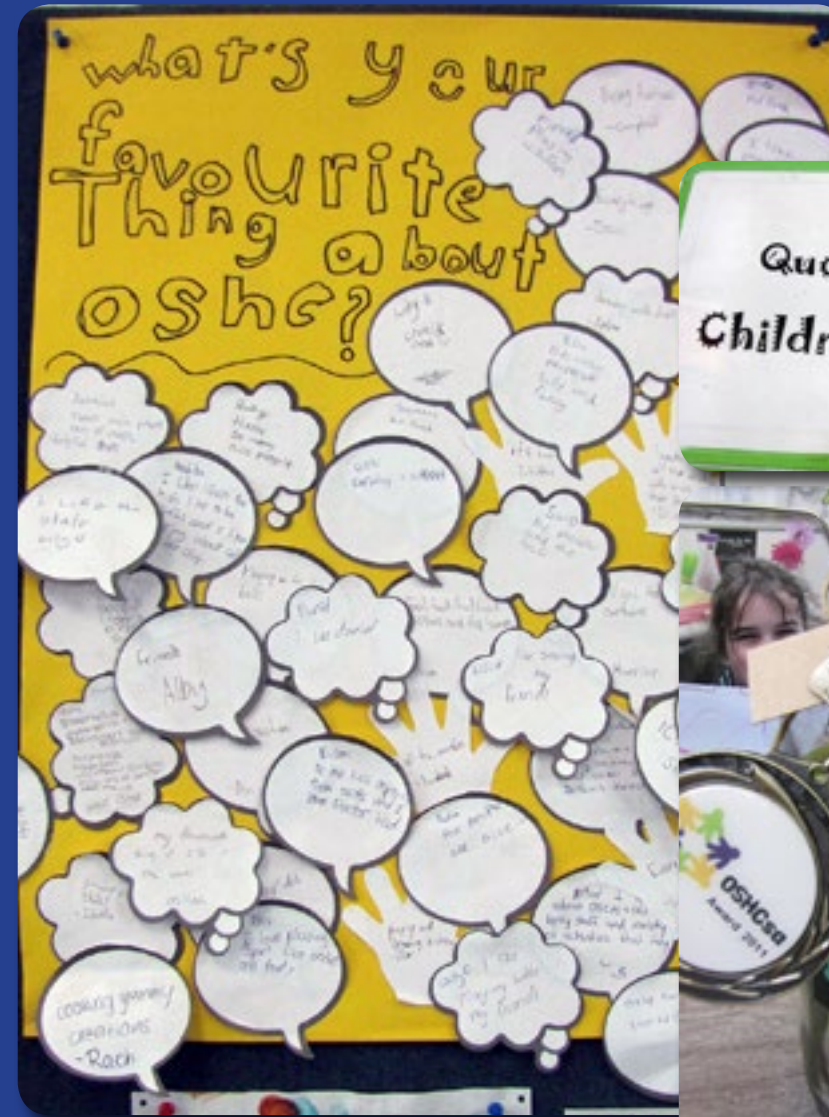
Mix in sugar.

Put the crumble mixture on top of the apple and put into oven for around 15-20 minutes or until crispy and brown on top.



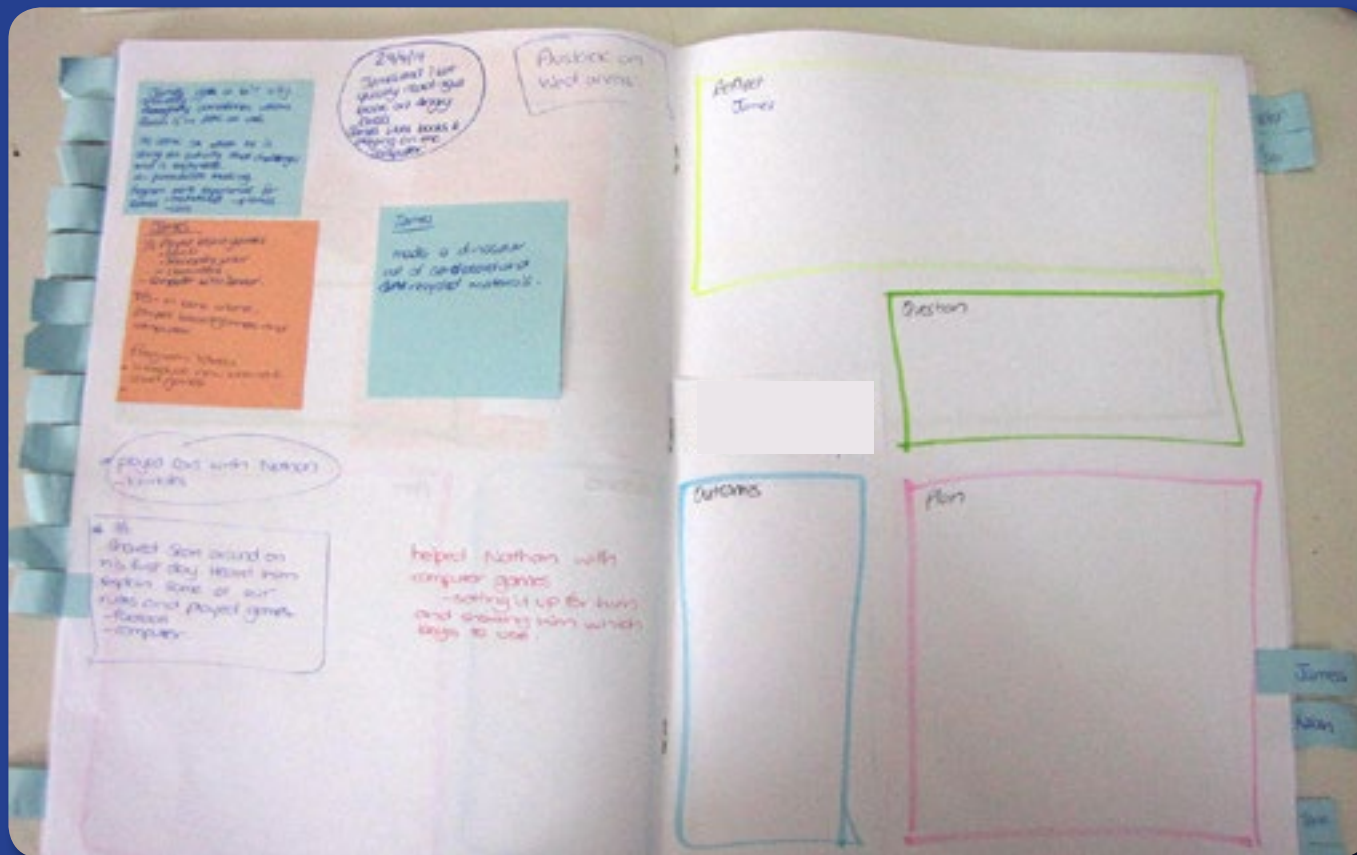
Capturing children's voice

Some methods used for capturing children's voice to inform the program include a quote book, a wishes jar, modified learning stories, surveys and exploring questions and topics such as "What is your favourite thing about OSHC?" and "What does play mean to us?"



Service six

This is an example from a single staff service. The time to plan the program has to be done during the time the children are in care. The educator has one book with a page for each child where jottings, photos and comments from children can be placed. Key headings include reflect, question, outcomes and plans. This information also informs a flexible term plan that captures the spontaneous and emerging interest of the children. The educator encourages the children to contribute to the documents.



Service seven

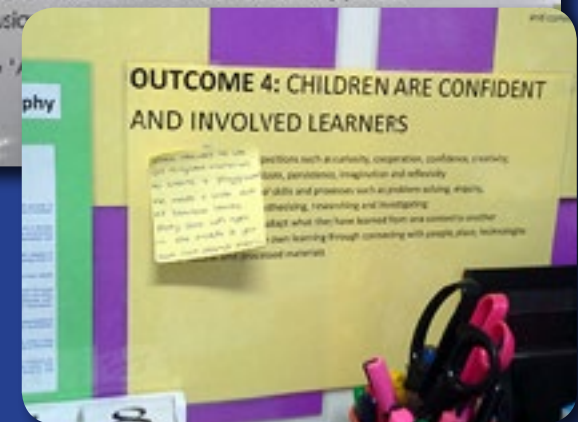
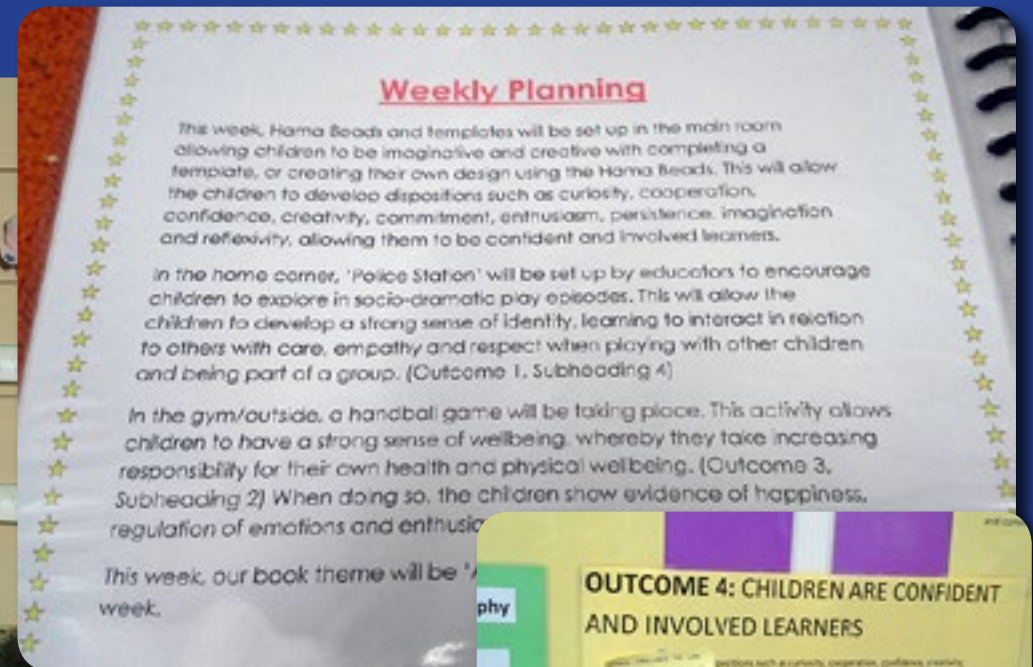
Each day of the week key experiences are documented on the program. At the end of each session educators write a reflection of the afternoon which is used to inform future programs. Photo posters are also used to demonstrate the program. Observations, comments and reflections are written on the posters along with photos and links to my Time Our Place. These are then collated in a folder and also used to inform future planning.

Term: 2 - 2014	Week Beginning: ^{2nd} 1st June 2014		Goal of The Week:		
ACTIVITY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CRAFT	Planes Houses ANS OTAC	Houses	Houses Helicopter (modelling clay)	ZUMBA KIDS	Hot Air Balloons
OUTDOOR/ SPORTS			outside play until 5pm		outside play until 5pm
LIBRARY/COMPUTER/ PLAYSTATION					
INDOOR ACTIVITIES/ FREE PLAY			Lego TV	Lego Tracks board games	Lego Dino

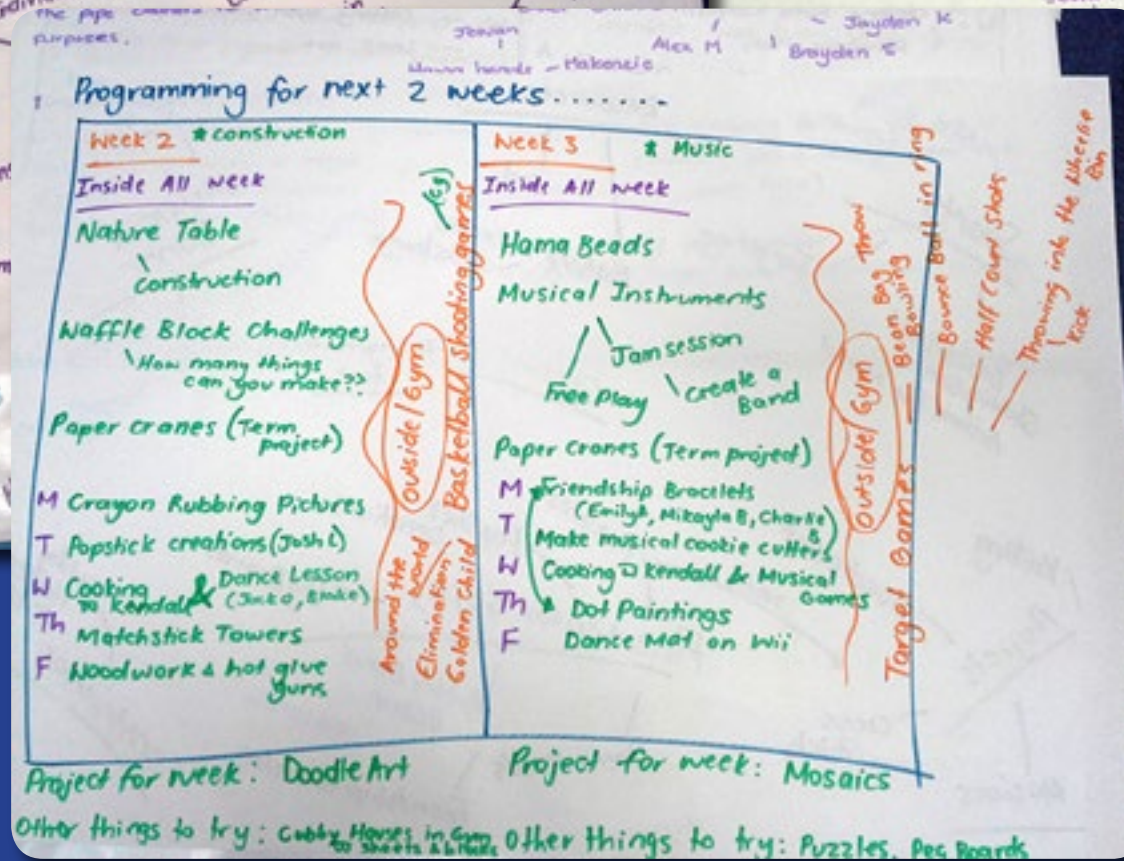
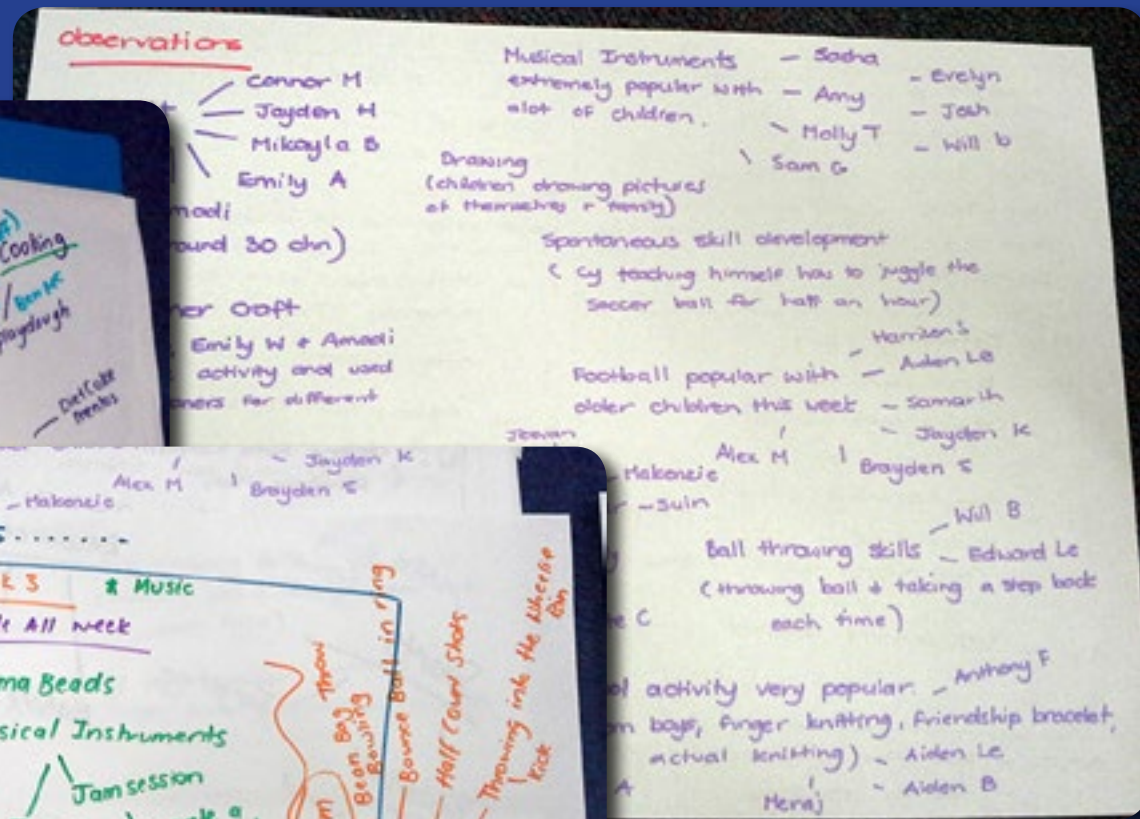
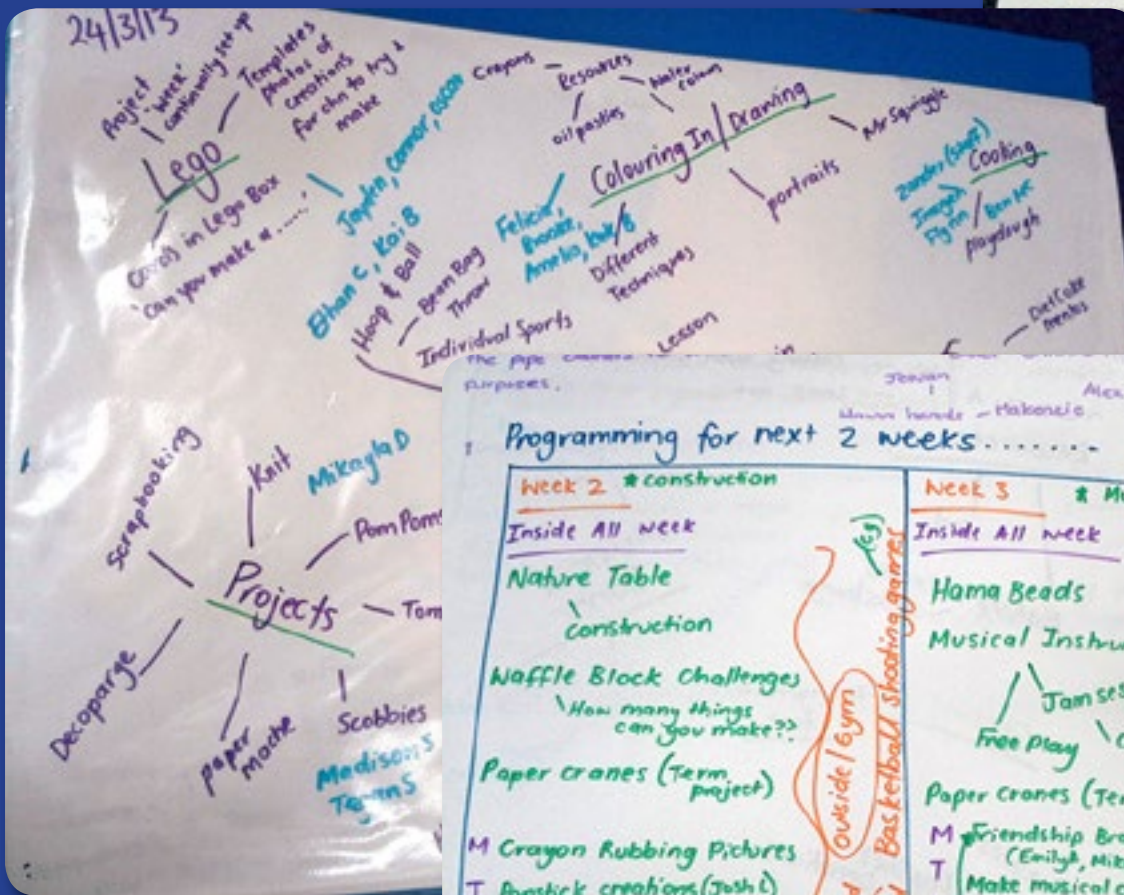


Service eight

The following pages are from a large OSHC service that has been utilising a range of methods to program. They have found that they needed multiple methods to capture their program and have been experimenting with a range of styles to gather information and plan. Outside the OSHC room a daily pictorial display board shows the main featured experiences planned. This ensures the program is communicated both to the children and their families that attend OSHC and also others in the school community. Inside there are also 2 displays board with further information. One had main experiences feature, plus some reflections on past experiences. The other board has each outcome placed on a sheet of paper. Educators then place sticky notes of observations on the outcome they feel it is most linked to. The Educator types up a weekly plan and makes links with My Time Our Place which has assisted with their understanding of the framework.



Further documentation to support planning includes modified Learning Stories, and mind maps to inform programs which are discussed at a fortnightly staff meeting.



Over time service eight have refined the various methods they used to document the planning cycle into a formatted document seen below.

Progressing...

Week	4	Theme	MAKING
Topic Activity			Make Grant card cover
Monday			Project of the week: "Our Home"
Tuesday			Outdoor Play: Soccer
Wednesday			Reading with Aardub: Strawberry & oat muffins
Thursday			Any other specific activities planned for specific children: Dungeon creatures & dragon masks (children playing in cobby house in gym)
Friday			Sensory Play: Ryan's Environmental Activity: Energy Home
Other things to be set up inside:			Relaxation activity: Tuesday - In theatre & relaxation cd. Tuesday - In theatre
Home Corner Book:	Composite	Book Name:	Craft Making →
Project of the Week:	Markets	Book of the week:	Books
Focus Question:			What does your child make at home? What did you make as a child?

Using making materials to use imagination for making.
on perch playdough

Progressing...

Week	5	Theme	BOOK WEEK
Topic Activity			Create own book "Hollers"
Monday			Project of the week: "Choose your own adventure books"
Tuesday			Spooky Singer - AFI
Wednesday			Reading with Aardub: Cheese & veggie pinwheels
Thursday			Any other specific activities planned for specific children:
Friday			Sensory Play: Sensory Books
Other things to be set up inside:			Ryan's Environmental Activity: TBA
Home Corner Book:	Library	Book Name:	—
Project of the Week:	Markets	Book of the week:	—
Focus Question:			What was your favourite book as a child?

Children who have had an observation this week:

Maddie W	Osman
Emily Austin	Harry J
Jack O	Oscar S
Molly Taylor	
Isabel	
Tyler D	
Charlie L	
Luke A	
Ethan	
Will B	
Ajeet	
Richie G	
Sophie	

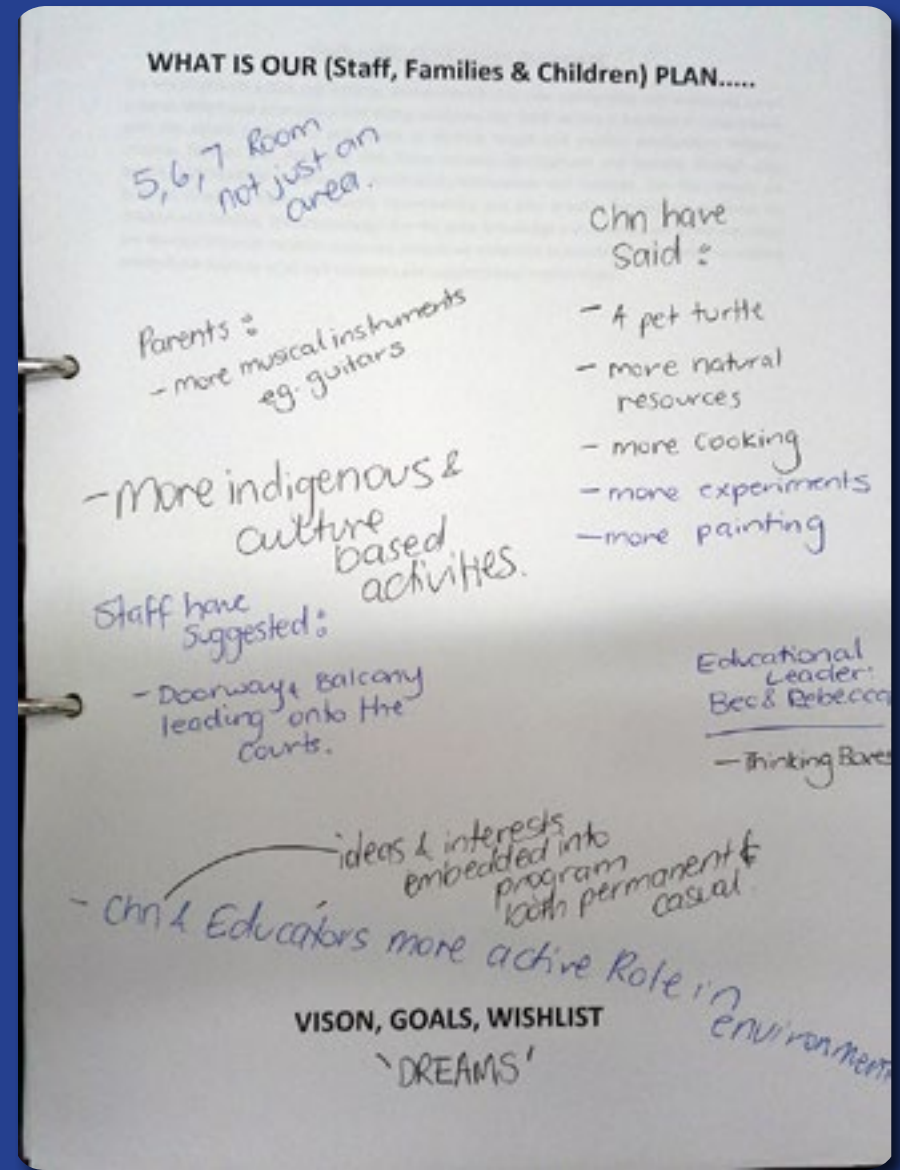
Staff to follow up and write up learning story for...

- Becc - Emily A & Maddie W
- Rebecca - Soccer Game
- Sophie - Sophie Proudman
- Shendan - Dungeon

Observations in cloud shapes:

- Emily Austin & Maddie W: Making Bow & Arrows, Building a close friendship, Frozen Musicals, Making things, Make Believe
- Sophie Proudman: Forward stepping
- Darren, Harry J, Ajeet, Oscar S: Making a dungeon with blocks in the gym
- Experiments: Jack O, Molly T, Isaac
- Collecting caterpillars: Maddie W, Emily A, Richie G
- Maddie W, Amy Smith: Drawing fruit, Pam tablet
- Ethan, Will B, Ajeet, Charlie Leah, Luke A, Tyler D: Made up a soccer game

This is an example of an Educational Leadership folder. It has information on the services vision, goals, plans, projects and useful information. This folder is used to prompt critical reflection and also helps to inform the program.



Service nine

This service has a weekly timetable highlighting the various areas in OSHC and planned experiences from children's input and community happenings. Educators write a reflection sheet at the end of each session. In addition educators each have reflection journals to jot down observations, questions, and ideas. Sometimes this is guided, for example when reviewing the philosophy staff are asked to write down their thoughts on philosophy in OSHC.

Themes: *Book Week, Humanity*

BLACK FOREST OUTSIDE SCHOOL HOURS CARE
PROGRAM WEEK, TERM 1 2014

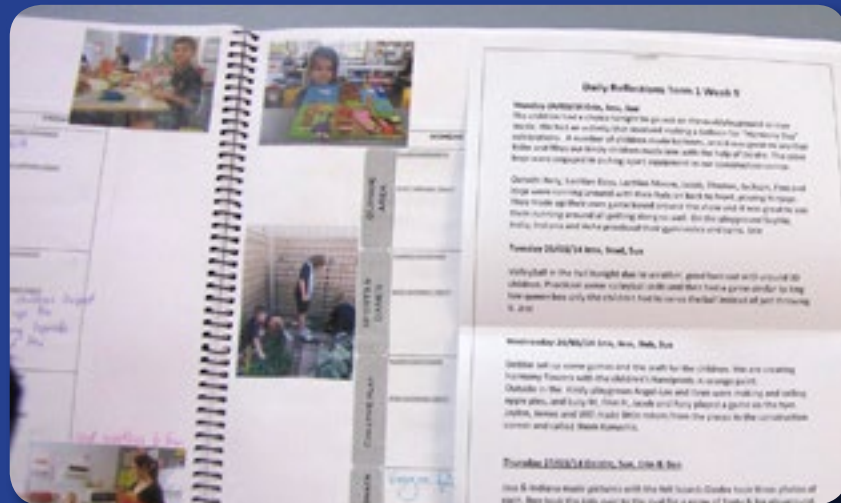
	Monday	Tuesday	Wednesday	Thursday	Friday
RSC					
Meeting					
Hall	Cross Skills Music		Hall Dodge Ball		
OSHC Room Art and Craft	DR Seuss Craft Activity	Book making for around the world	Round the world Costume Cupcakes	Book Week	
OSHC Room Card/Board Games					
Quiet Room	Homework	Homework	Homework	Homework	
Drama Room, Kitchen, Canteen		Books - Time Ups	DR Seuss Green Eggs + Ham Cooking in kitchen	Portrait painting	
Grassed Area, Courts		ASK! Man!		Cooked Art	
Oval, Pool					
Playground	J.P. Sandcastle building			Dresses + Drama	
5pm - UP					
5pm - UP					

I personally believe that children should be less about the "educators" setting specific activities for the children and more about the children directing their own activities, leaving them room to create and use their imaginations rather than just "moving with the crowd". For example, if I was to come up with several activities and then get the children to choose the one they want to do, then I would only get a handful of children who comply, but if I was to take the kids outside and let them have access and choose what facilities they want to use, and we can just be there as "supervisors" for their activities. I believe this method would leave the children with room to grow and expand their imaginations/creativity.

- Adam

Service 10

This service currently uses a project book to capture many aspects of the planning cycle. Children and families complete various questionnaires and along with discussions, mind maps and ideas from the children are placed in to book which informs the program. Each week the program is posted into the project book. Educators, children and their families are encouraged to write further comments, reflections, happenings, stories and paste photos and drawings. At the end of each session educators type a reflection which is also kept in the project book and informs future planning. The Educators see this way of programming as evolving and ever changing. After some recent critical reflection Educators are now focusing more on learning and well being of children in their daily reflections.



Service 11

This service has a term focus chosen in collaboration with children, their families and educators which forms the basis of much of their planning. For example sports, trees and friendships have been some of the focus topics. They have student leaders who help gather information and informs the program. They use a pin up board and a modified floorbook to capture planned experiences and many spontaneous experiences based on children's learning and children emerging interests, questions and discoveries. The focus can evolve depending on where children's interest emerge. In addition there are always a range of other experiences and opportunities for children to choose from. The service uses modified learning stories for regular children and some children have a portfolio to place their works, photos, experiences and stories. They also have student leaders who help gather information. Staff have access to a folder of individual learning plans in alphabetical order and a staff communication book which also captures and communicates children's wellbeing, learning and planned focuses. They have a list of all the children which they refer to regularly to ensure all children are planned for.



Service 12

This OSHC Service has a weekly A3 form that highlights particular daily experiences planned based on reflections and evaluations of previous weeks. It also has areas for jottings as happenings emerge entitled; children, educators, families, spontaneous experiences and health, well-being, independence, transitions. Once a week a reflection and evaluation occurs. Again key headings are used to prompt reflection in a range of areas: senior group, junior group, highlights, challenging lights, general, new interests, reflection question and concerns. In addition the service has a large scrap book where photos, jotting from educators, children and families are placed about children's learning, wellbeing and play. These methods all inform and demonstrate the overall program and cycle of planning. They also use a form to develop an individual plan for children where the need arises.

Week 3 Term 1 2014

hcvnia's docs/programming info/planning cycle 2013.docx

Planning process		Monday AM		Tuesday AM		Wednesday AM		Thursday AM		Friday AM	
		Children choice		Paper bag puppets		Paper bag puppets		Playdough		Crack boards sweet chalk	
		Making snowballs		Paper bag puppets		Shovel racing		Contact collage mural		Handwriting	

Children
They seem to be doing well with their best activity. We have had the children doing lots of work related to their ideas.

Educators
Children with different skills taking good leading & following. Paper puppets very healthy "crack boards in a cup".

Families
As for 0-2 of children doing for many many a "shovel" and when all is up who do not need that for all the effort in making the team fun. (I'll be that the team a day).

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.

Spontaneous Experiences - Child initiated or adult initiated
During play sessions, contact of groups (for Mrs J.P.P.) includes individual child records.

Health, Wellbeing, Independence and Transitions
Children's health, wellbeing, independence and transitions. Children are learning to be independent. They are learning to be independent.

Reflective Practice

Evaluations

SENIOR GROUP Year 6/7 wanting to play factor with 25% purchased some. Instead we can have a different game on their attention!	HIGHLIGHTS "The Day Home" Event We had a lovely time going to Michael's Cinema. The movie was "awesome"!!! "in a job!"	NEW INTERESTS Children bring items to school. The children are a very busy group. Some of these children who don't have them at home.	REFLECTION QUESTION MEET A NEW CHILD TODAY What did you learn?
JUNIOR GROUP Children enjoyed playing with many regarding the recipe. Parents stopped and commented on the activity. They loved the recipe and included photos in our Learning Journal. Children made some delicious treats etc. very popular activity!	GENERAL Had 30/04 morning activities made. We did really enjoy the day really enjoyed watching funny videos clips (all of) physically putting on a skateboard. Including photos. Examples of a good time including educators?		
CHALLENGING LIGHTS			CONCERNS

Service 13

This service has developed a format for the program plan. It is a fluid program that runs over several weeks. A range of headings are used including: relationships, technology/science/math, enriching play and imagination, food nutrition and cooking, health, safety and wellbeing, art, craft and creating, Goals, Routine events, Life skills, Global child, Cultural and Indigenous experiences, Australian society and celebrations, partnerships with families and communities, Resources. Experiences are planned based on reflection and evaluation of past weeks. Experiences are linked to My Time Our Place using a colour code. The service has developed a My Time Our Place reference guide to support links and understanding of the framework. In addition child profiles and information from families is gathered.

Echunga OSHC Child Profiles

Sevannah

Early OSHC (3-4 yrs) After School Care (5-6 yrs) Family Weekend Holiday Other

At home I like to:	I dislike:	Interests:
I am really good at:	At OSHC I like to:	I would like to learn:

All about me sheet
 Family - All about my child
 Collected art work
 An Experience just for me
 Learning and Wellbeing Day Individual Program

Learning Story
 Learning and Wellbeing Day Plan/Party
 My activity/engagement
 An Experience just for me
 OSHC Diary

Echunga OSHC Program - Weeks

Term 2014

Relationships	Technology, Science and Maths	Enriching Play and Imagination
Food, Nutrition and Cooking	Health, Safety and Physical Wellbeing	Art/Crafts and Creating
Goals	Routine Events	Profiles and Learning Stories
Global Child, Cultural and Indigenous Experiences, Australian Society and Celebrations	Partnerships with Families and Communities	Resources

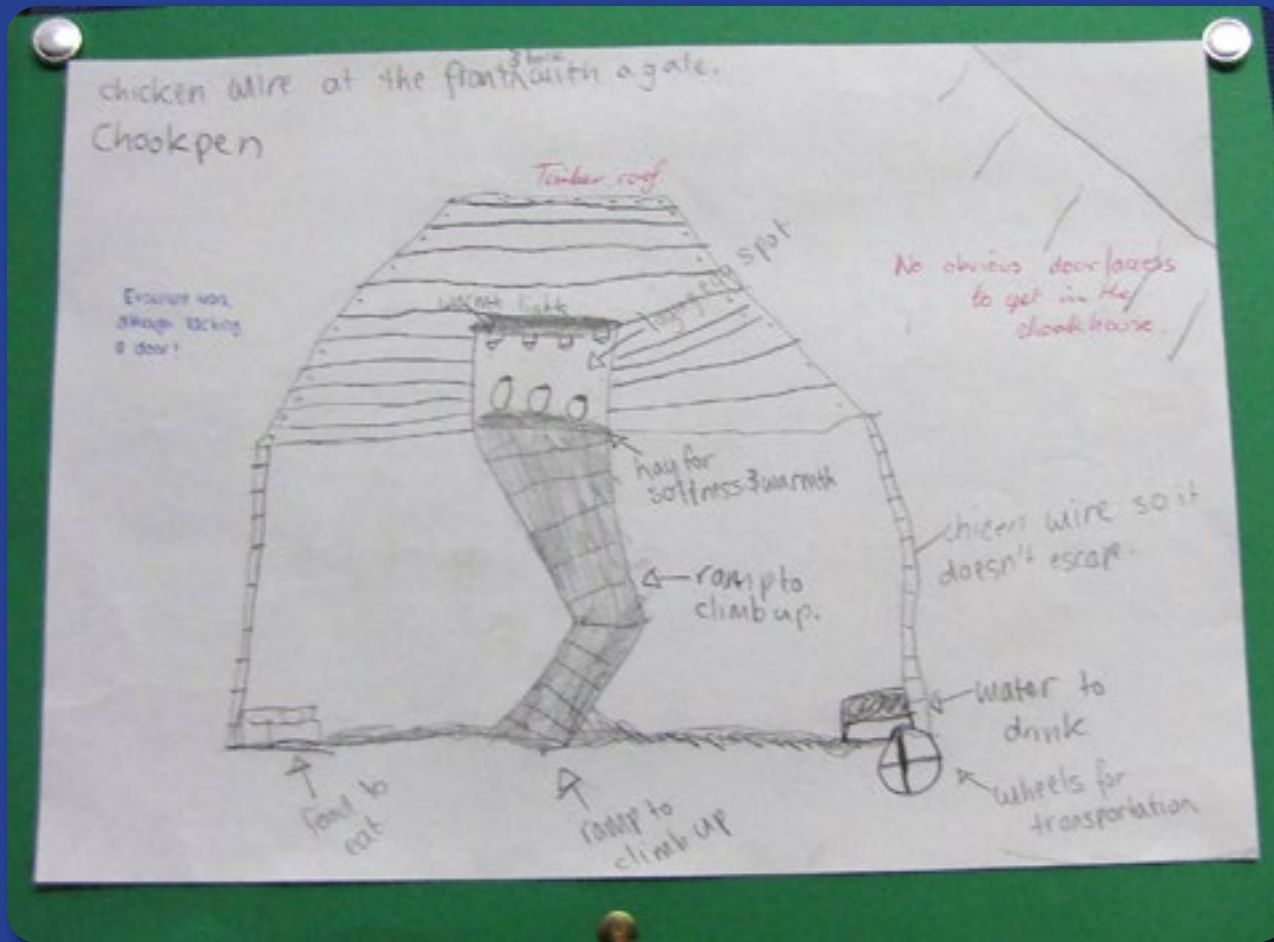
MTOP Outcome 1: Children have a strong sense of identity (Blue dot)
 MTOP Outcome 2: Children are connected with and contribute to their world (Red dot)
 MTOP Outcome 3: Children have a strong sense of wellbeing (Orange dot)
 MTOP Outcome 4: Children are confident and involved learners (Green dot)
 MTOP Outcome 5: Children are effective communicators (Yellow dot)

My Time our Place Reference Guide

Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Identity Safe secure and supported • Maintain relationships • Use routine to predict transitions • Feeling of belonging • Express feelings/ideas • Respond to suggestions • Initiate interactions and conversations • Explore and engage with social physical environs • Initiate and join in play Develop autonomy, interdependence, resilience & sense of agency • Participate in play/leisure • Awareness of others needs • Open to new challenges • Risk in decision making • Cope with unexpected • Recognise their own achievements and those of others • Capacity for self regulation • Persistence • Will to achieve best	Connected and contribute to their world Belonging to groups and communities Cooperate with other Help others to participate Broaden understanding of world Express opinions Read others Fair decision making Respond to diversity with respect Culture Socially languages Heritage, inclusive Fairness Respect for environment Appreciation for natural and constructed environs Moral and ethical integrity	Strong sense of wellbeing Social and emotional wellbeing Trust Confidence Cooperate and collaborate Enjoy solitude Moral reason to solve problems Take risks Cope with frustration Recognise contributions Responsibility for own health and physical wellbeing Happy, healthy, safe and connected to other Gross motor Fine motor Regulate emotions Healthy lifestyles Good nutrition Dance, creative movement Sport Drama	Confident and involved learners Dispositions Investigate Imagine and explore Persistence Enthusiasm Curiosity Problem solving Experimentation Hypothesising Predictions Researching Manipulate objects Cause and effect Leadership and following directions Make choices Transfer and adapt learned things from one context to another contexts Make connections between experiences Resource own learning Explore media, tools Experiment with ITC Manipulate, take apart Invent construct	Effective communicators Verbal and non verbal interactions to communicate thinking Debate Challenge Express ideas Use language and representations from play, music, and art Build on home/family Range of texts Stories, verse, lyrics View, listen to and enjoy printed, visual and multimedia texts Listening skills Literacy and numeracy Written and oral texts Instructions for crafts and sports Create roles, scripts, ideas Drawing and painting Drama Storytelling Oshc diaries iPad engage in media for fun

Service 14

Here is an example of how one service documented children's learning, play and discoveries. During vacation care the service had hatching chickens which the children were extremely interested in asking questions, learning from each other. Their interest continued and children wanted to design their own chicken pen.



Professional conversations

Professional conversations take us outside of ourselves and our context; they provide an opportunity for reflection and consideration of multiple perspectives.

“A professional conversation draws together a group of [early childhood] professionals to engage in constructive dialogue on a topic of shared interest and importance.... In terms of practice, conversations are designed to be responsive to the strengths, interests and needs of participants, and seek to build on prior learning, connecting current and new ways of thinking and working”

(Irvine, S., & Collie, M. (2011). The professional conversation: A new approach to professional learning in early childhood education and care. In the Loop, Autumn, 3-8).

Engaging in professional conversations with other educators about your practice, programming and documentation will support a deeper reflection and understanding to underpin and enhance your practice.

On the following pages you will find example templates that can support you in having professional conversations and documenting them. You can use these, or create your own.



Critically reflecting on your current formats and planning process helps everyone involved to understand and be able to articulate why you use a particular format rather than another one.



Documentation includes:

- programs
- observations
- evaluations
- jottings
- noticings
- reflections
- plans
- learning stories
- portfolios
- newsletters
- and lots more

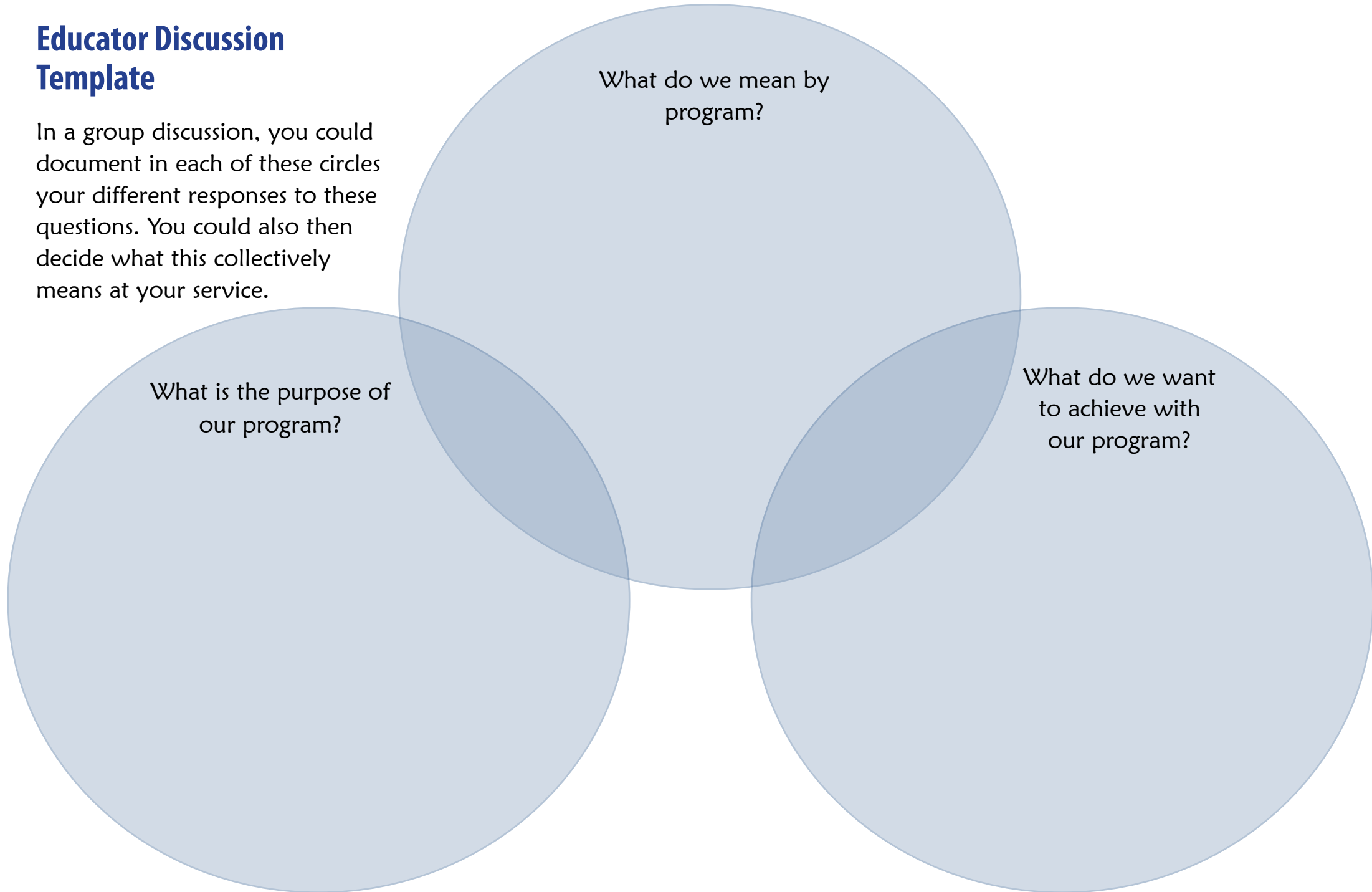
Educator Discussion Template

In a group discussion, you could document in each of these circles your different responses to these questions. You could also then decide what this collectively means at your service.

What is the purpose of
our program?

What do we mean by
program?

What do we want
to achieve with
our program?



Adapt or adopt?

How will you decide what to use from this resource?

How will it fit with your existing formats?

Documentation that makes learning visible is a vital part of our work in OSHC. Understanding and being able to talk about the processes you use to document children's learning, and the reasons for why this format and not another is a necessary part of this. That's why just taking someone else's format whether it is commercially produced or borrowed from another service and putting it on your wall is not always the best option because it's not yours and doesn't reflect who you are.

Both formal conversations, and informal conversations will provide the opportunity to wonder about how your program might look and understand the meaning behind it.

Thinking and talking about the formats you have seen in this resource will help you explore your current practice and what things you might like to change and improve on. In this resource you will find a format for documenting these professional conversations which can be used as evidence for NQS and as a tool for reflection.

Keep in mind that these examples only represent what 'goes on the wall'. There are a range of other formats that you may want to explore for other aspects of the planning cycle.

We would like to thank all the educators, children and families who have generously contributed their programming formats to this resource (Blackforest, Grange, Southern Fleurieu, Paringa Park, Walkerville, St. Pius X, St. Augustines, Nairne, Kesbrook, Our Lady of Visitation, West lakes Shores, St. David's).

We are hoping to continue collecting and showcasing different examples on our website. If you would like to contribute, contact us:

Email train@gowriesa.org.au

Phone 1800 129 606

How could
you use this
resource in
your service?