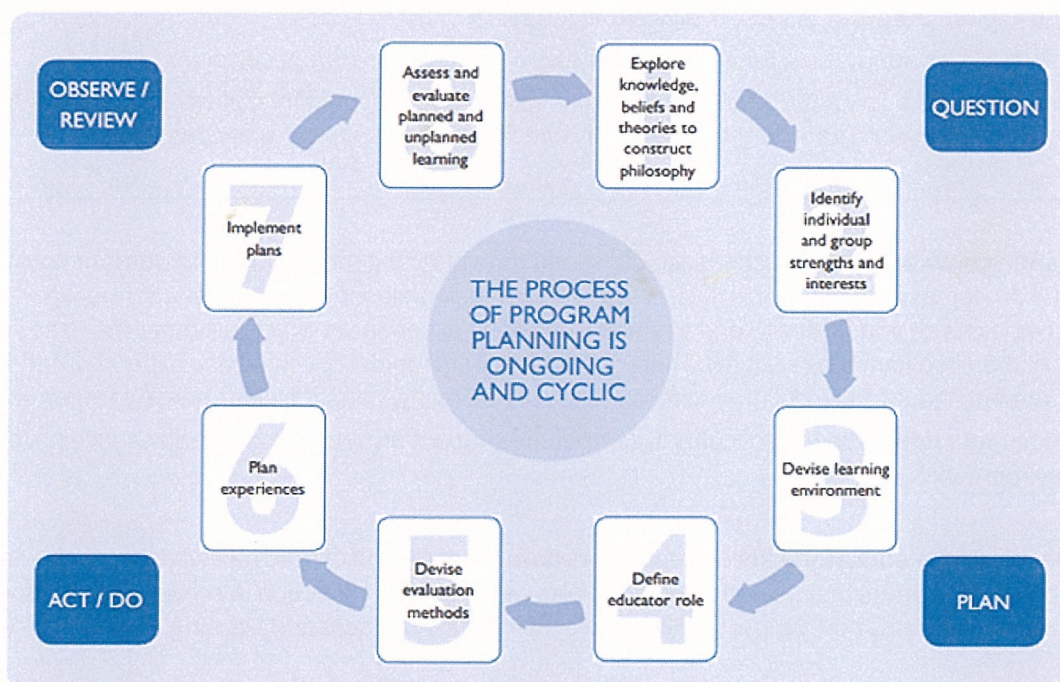




Examples of reflecting and reviewing	What is relevant in the service philosophy?	Examples of questioning
--------------------------------------	---	-------------------------

Figure 3: Ongoing and cyclic program planning



Examples of acting and doing	Examples of documenting / evaluating	Examples of planning
------------------------------	--------------------------------------	----------------------



DE-CONSTRUCTING THE CYCLE

Question

1. Knowledge and beliefs: At the core of program planning is investigating our knowledge and beliefs and the practices that are linked to these...

- How much knowledge do the educators in the setting have regarding the families and wider community?
- What knowledge do the educators in your setting have regarding each child's strengths and interests?
- How might they find this out?
- How has this knowledge contributed to the development of your service's philosophy?

2. Strengths and interests: Educators, like the children they care for, are diverse in their education, backgrounds and talents. This diversity means that educators can be responsive to a wide range of children's needs and interests...

- How do you uncover your team's strengths and interests?
- How do you learn about the strengths and interests of the children in your setting?
- How much do you know about the learning that is valued and expected for children, including Aboriginal and Torres Strait Islander children within their family and local community cultural context?

Plan

3. Devise learning 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 does your understanding of cultural competence impact on your personal and service philosophy and the environment?

4. Define the role of the educator: Effective educators have a clear vision of their role when working with children. In the Framework, educators are defined as practitioners whose primary function in school age care settings is to plan and implement programs that support children's wellbeing, development and learning...

- Ask the children, educators and families: 'What skills and qualities do educators need to work in school age care programs?'
- How do you assess if any of the educators in your setting may want/need development in their role of educator?
- What methods of training or development may be effective in your setting?
- How do less skilled educators learn to liaise in a professional manner with families?
- If you work alone, what opportunities could you develop to assess and reflect upon your own practice? How might you use existing networks or create new networks to further discuss or analyse the role of the educator?



	<p>5. Devise evaluation methods: Devising evaluation methods up front enables educators to have clear direction on what they are doing and why. While having fun is an important philosophical base for school age care settings in Australia, the Framework enables educators to collaborate with children and evaluate programs with the outcomes in mind...</p> <ul style="list-style-type: none">• What do you want to evaluate? How will you evaluate?• How often will you evaluate?• How will you use these evaluations for future planning?• What knowledge and beliefs have you accessed to plan evaluation methods?• How will you strive for equity in ensuring each child has opportunities to achieve the outcomes?• How do we involve children in evaluation methods? <p>6. Plan experiences: When planning experiences for children in school age care settings, it is important to consider the outcomes in the Framework. These outcomes are focused on children's wellbeing, identity, capacity for learning, communication skills, and their ability to contribute to their world. There is no set curriculum or content, as such. This allows school age care settings to be creative and responsive in their planning of experiences...</p> <ul style="list-style-type: none">• How can you determine what children's needs are?• How can you determine children's interests?• When considering children's current interests, how do you decide which interests to follow and which to ignore? Do some 'fit' better with your knowledge and resources?• How do you know you are being equitable in following children's interests and needs? Have you covered every child? How do you make these decisions?
Act and do	<p>7. Implement plans: Time to put the plan into action. Educators actively engage with and support all children to fully participate in a range of experiences. Educators should listen carefully and respond to children's voices and accommodate for spontaneity, natural curiosity, individual needs and interests.</p>
Observe and review	<p>8. Assess and evaluate planned and unplanned learning experiences: When reviewing and evaluating the program, it is important to assess both the planned experiences and unplanned experiences. After all, by definition, the program constitutes all of the interactions, experiences, Consider time, space, resources:</p> <ul style="list-style-type: none">• Do we need more resources, either human resources or material ones?• Did we allow enough time? Was it the right time of the day?• Was there enough space? Was it the right space?• What would have made it a better learning experience?• How can we build on this?• Does this experience tie in with any other experiences which were planned or unplanned?• How do we/can we gather feedback from children, families and other educators to help evaluate the learning experiences?

