



POLICY STATEMENT

The time children spend at TWOOSH is their play and leisure time. The TWOOSH program is all about encouraging children to be in charge of their own leisure time and providing opportunities for child-directed play and leisure activities. TWOOSH aims to develop a program that is exciting and fun, stimulating and involving, and is flexible and adaptable enough to allow children to explore and develop new interests, talents and abilities as desired. Feedback from children, Educators, guardians and the community will be used to evaluate the program and plan new experiences and activities.

REFERENCES AND CONSIDERATIONS

- National Quality Framework 2012
- My Time, Our Place learning framework for school age children

Related TWOOSH documents

- TWOOSH Philosophy
- Children's interests via observations, jottings, suggestions, discussions, and daybook
- Family feedback surveys
- Educator feedback surveys

PROCEDURES

The program will:

- ◆ be based on TWOOSH's Philosophy which is displayed in the main entry.
- ◆ promote the importance of play, be flexible and directed by the child.
- ◆ be able to be adapted spontaneously by Educators in response to observed needs or interests of children.
- ◆ be balanced, and provide a range of indoor and outdoor activities, quiet/active options and structured/unstructured activities
- ◆ be inclusive by adjusting activities and play based on a child's social needs
- ◆ encourage the development of children's social, physical, recreational and emotional needs and abilities.
- ◆ promote opportunities that develop children's mental processes eg. imagination, creativity, expression, problem solving, analysing, critical thinking, remembering, participating and practising.
- ◆ encourage children to take charge of and be passionate about their leisure activities.
- ◆ be supported by a wide variety of equipment that is readily available for use.
- ◆ leverage Educators' talents, abilities, skills and interests.
- ◆ promote opportunities for children to both initiate and implement their own ideas, and join in with others in group activities.
- ◆ foster teamwork, develop friendships and encourage cooperation and valuing of another's perspective and ideas.
- ◆ encourage children's independence and self-help skills.

- ◆ help children to develop self-control, responsibility and leadership skills through positive example and direction.
- ◆ help children to develop social skills that support positive interactions with other children and adults, and thus supporting them to gain confidence in social settings.
- ◆ make children feel welcomed and valued at the centre and nurture their self-esteem.

Note: Special group activities and local excursions for older children may be organised as part of the program according to interests and opportunities. They may be implemented when there are suitable numbers of older children and when adequate Educator ratios can be maintained.

Feedback and input will be obtained:

- ◆ from all key stakeholders ie, children, families, Educators, Management and community, and used in the evaluation process
- ◆ from other OOSH services
- ◆ using a variety of strategies and methods eg, enrolment forms, suggestion box and boards, meetings, informal discussions, emails, direct questioning and surveys, and formal/informal meetings with guardians
- ◆ from children and Educators on a daily ongoing basis and will be used to plan both immediate and future activities, including service experiences, and excursions.

Evaluation will be:

- ◆ an ongoing process
- ◆ conducted informally and formally during the day-to-day running of the service as well as during planning meetings, on our Educator communication Facebook page, etc. Formal feedback is documented each afternoon by Educators, critically reflecting on the service and program
- ◆ conducted more formally at Educator programming, evaluation, and Management Committee meetings.
- ◆ motivated by a genuine desire to improve the program
- ◆ used to provide feedback to key stakeholders.

Vacation Care programs will:

- ◆ include a range of incursions, excursions and themed days – split into junior and senior programs where required, to cater to different age groups and interests
- ◆ include ideas from children and guardians about what the children would like to do
- ◆ be guided by current trends, special events and children's interests
- ◆ include a range of planned, spontaneous, structured, and free-play experiences
- ◆ allow for exploration and free choice
- ◆ encourage social interaction and group work
- ◆ encourage new friendships with children who may attend other schools.

Revisions

Date of next review: June/July 2022

Date	Reviewer	Approved by
07.08.17		TWOOSH Management Committee
06.08.18		TWOOSH Management Committee
03.06.19		TWOOSH Management Committee
22.06.20	CN, MK	TWOOSH Management Committee
30.07.21	AB	TWOOSH Management Committee

