

Quality Area 4 – Programming and Evaluation

Principle	Examples of practice	Examples of documentation
<p>4.1 Programs reflect a clear statement of service philosophy and a set of related service goals</p>	<ul style="list-style-type: none"> ▪ The service philosophy and goals are displayed prominently and/or included in the family and staff handbooks. ▪ New staff are made aware of the philosophy of the service at orientation. ▪ Current resources and information on the importance of middle childhood and play is sought and maintained (e.g. books, articles) ▪ The philosophy statement includes reference to inclusivity and is implemented and referred to. ▪ Staff discuss the philosophy and goals in staff meetings. ▪ The service refers to the philosophy, goals and policies when issues arrive. ▪ Policies and procedures are reviewed regularly. 	<ul style="list-style-type: none"> ▪ Written philosophy statement and goals. ▪ Family and Staff Handbook ▪ Family and Staff orientation and/or induction procedures. ▪ Written policies and procedures ▪ Meeting minutes/agendas ▪ Staff reports.
<p>4.2 Programming caters for the needs, interests and abilities of all children</p>	<ul style="list-style-type: none"> ▪ The program encourages and extends children’s spontaneous play. ▪ The daily plan is flexible and allows for spontaneity. ▪ Staff take note of children’s interests for planning purposes. ▪ Information is collected about all children who are enrolled. ▪ Programs are planned regularly for all children. ▪ Staff have access to information about developmental ages and stages of children. ▪ Staff are aware of children’s skills and include a variety of experiences and opportunities to promote these skills in the program. ▪ The environment is set up to allow children to self-select experiences. ▪ The program includes a variety of experiences that allow children to self-select. ▪ Children are provided with opportunities to have input into the program. ▪ The environment is set up to allow for both group and individual experiences. 	<ul style="list-style-type: none"> ▪ Enrolment forms. ▪ Child information/profiles. ▪ Documentation of consultation and collaboration with children/families. ▪ Copies of programs. ▪ Information on child development (for example, articles, books).

<p>4.3 Staff work collaboratively with children to plan and implement experiences.</p>	<ul style="list-style-type: none"> ▪ Children are asked about the program and encouraged to contribute ideas and feedback. ▪ Programs incorporate children's ideas and opinions. ▪ Routines and programs ensure time is allocated and a variety of methods are used to encourage children to contribute ideas and feedback. ▪ Documentation of consultation and collaboration with children is kept and used in future planning. ▪ Experiences that are child initiated and are based on the child's interests are evident in the program. 	<ul style="list-style-type: none"> ▪ Documentation of consultation and collaboration with children (for example, surveys, suggestions book/box, group meetings, photos). ▪ Daily routine displayed ▪ Program displayed.
<p>4.4 Programs are evaluated regularly.</p>	<ul style="list-style-type: none"> ▪ Evaluation of the program is routinely undertaken. ▪ Families, children, management and staff are invited and encouraged to contribute feedback/ideas about the program. ▪ Various feedback mechanisms are in place (for example, suggestion boxes, verbal feedback documented) ▪ Grievance procedure is developed and known to families. ▪ Actions resulting from grievances are recorded. ▪ Expectations of staff in relation to grievances are clearly outlined in staff policies and included in the Staff Handbook. ▪ Evaluations are kept and given consideration when planning programs. ▪ Evaluation is noted for future reference. 	<ul style="list-style-type: none"> ▪ Program evaluation/ notes. ▪ Evaluation methods. ▪ Communication methods. ▪ Grievance procedure. ▪ Feedback methods. ▪ Meeting agendas/ minutes. ▪ Reports ▪ Programs