

3.2 Program Evaluation Policy

Policy Statement

In order to ensure the service programs are effective in delivering the objectives and learning outcomes as reflected in these policies and procedures, we regularly reflect on, and evaluate, the structure, process and content of its programs.

Procedures

- ❖ We implement a cycle of program planning which incorporates contemporary knowledge and practice wisdom.
- ❖ Educators will regularly seek feedback and information from families in relation to their child/ren and their participation in the programs delivered by the service. This information may be gained through face-to-face conversations, surveys, enrolment forms and/or other effective means.
- ❖ Through regular team meetings, the Coordinator/Educational Leader, educators and other staff will draw on the diverse knowledge, views and experiences of each other when reviewing the experiences planned to ensure that all children have opportunity to achieve the learning outcomes.
- ❖ Educators will be required to critically reflect on and evaluate activities both planned and spontaneous, by using various methods including (but not limited to) observations, experience evaluations and learning stories, to ensure the identified learning outcomes for each child are promoted. Critical reflection involves closely examining all aspects of events and experiences from different perspectives.
- ❖ Children's learning experiences and activities are documented in a variety of ways to assist with ongoing reflection, evaluation and assessment of their strengths, interests, behaviours and relationships. Documented experiences will be collated and displayed for families and children.
- ❖ Children's comments, suggestions and feedback are recorded in the children's meeting/suggestion book which is reviewed at regular team meetings for activities and experiences that could be implemented into the program.

Families are invited through the Family Handbook to contact the Coordinator/Educational Leader at any time with any comments, complaints or suggestions relating to the programs provided by the service.

The Coordinator/Educational Leader will, on a regular basis at team meetings:

- ❖ Seek verbal comments from educators in respect to the effectiveness of the program and practice as it aligns with the Principles, Practice and Outcomes of My Time Our Place and the service statement of philosophy, and to achieve the program goals; and
- ❖ Discuss with educators the ways in which the program could be modified or enhanced as a result of any feedback or experience encountered in the delivery of the program.
- ❖ The Educational Leader will, on a fortnightly basis and taking into account the written evaluations of educators, reflect on and evaluate the planned and spontaneous experiences to

ensure the identified goals and learning outcomes were achieved. These evaluations will inform future programming decisions in collaboration with all educators and children.

- ❖ The Coordinator/Educational Leader and educators will, through an ongoing process of self-evaluation, monitor, evaluate and review the program delivery in line with the National Quality Standard and to ensure they fulfill these policies and procedures and any other relevant obligations of the service.
- ❖ In seeking feedback from parents or educators, the Coordinator will treat all complaints relating to program respectfully in accordance with the Complaints Handling Policy (see Policy 9.5) and, where necessary, will take appropriate steps to seek to address genuine complaints quickly and effectively.

References

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011

'My Time, Our Place' Framework for School Age Care in Australia

Privacy Act 1988 and Regulations 2013

- NQS Area: 1; 2.1, 2.2, 2.3; 3; 4.2; 5.1, 5.2; 6.1, 6.2, 6.3; 7.1, 7.2, 7.3.

- Policies: 2.13 – Use of Photographic and Video Images of Children, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 3.10 – Observational Recording, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 9.3 – Communication with Families.

Australian Government (2010) My Time, Our Place – Framework for School Age Care in Australia

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