



SECTION 1

An Introduction to After School

Child focused programmes which develop children's skills for building relationships, regulating their emotions, and coping with stress may help to improve children's outcomes.

(Department of Children and Youth Affairs, 2012)



SECTION 2

Children and After School

As children reach developmental milestones, they gain skills and capacities which allow them to function and interact in positive ways with the world around them.

(Barnardos, 2013)



SECTION 3

Developing the After School: Issues to Consider

Contemporary constructs of childhood describe the child as a competent, capable and active participant in their own learning, constructing their knowledge, meanings and understanding through interactions in their physical and social environment. This view emphasises the importance of listening to and respecting children's voices and rights, resulting in an increase in children's involvement in decision making. Such an understanding of the child emphasises the significance of working with children, rather than for children, in environments in which they are engaged.

(Cartmel, 2011)



SECTION 4

The After School Programme

In its fullest sense the term 'mind' includes not only knowledge and skills but also social, emotional, moral, aesthetic and spiritual sensibilities. An appropriate education for young children should address the full scope of their growing minds as they strive to make better and fuller sense of their experiences. It encourages them to pose questions, pursue and solve puzzles, and increase their awareness of significant phenomena around them.

(Katz and Chard, 1989)

A young child with brown hair is focused on a task, possibly a craft project, while an adult in a blue and white striped shirt assists them. The adult's hands are visible, holding a string and a small blue bead. The background shows a classroom setting with shelves containing various items.

Conclusion

I heard a great story recently, I love telling it, of a little girl who was in a drawing lesson, she was 6 and she was at the back, drawing, and the teacher said this little girl hardly paid attention, and in this drawing lesson she did. The teacher was fascinated and she went over to her and she said, “What are you drawing?” and the girl said, “I’m drawing a picture of God.” And the teacher said, “But nobody knows what God looks like.” And the girl said, “They will in a minute.”

(Sir Ken Robinson, 2008)