EDUCATIONAL PROGRAM POLICY

Research accentuates that high quality educational programs significantly influence children's development in all areas. We have the opportunity to provide a supportive learning environment and program, gaining inspiration from the children and families. Thoughtfully planned experiences and environments encourage the children to feel a sense of control over their actions, be curious and investigate, and explore their understanding of themselves, others, and the world around them.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	Educators and coordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.

1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.2.2	Educational leadership	The educational leader is supported and leads the development of the educational program and assessment and planning cycle

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S.166A	Offence to subject child to inappropriate conduct. Offences relating to inappropriate conduct
S.168	Offence relating to required programs
Part 6A	Devices in education and care services
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about educational program to be kept available
76	Information about educational program to be given to parents
118	Educational leader
148	Educational leader
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed
359A	Victoria – Programs for children over preschool age

RELATED POLICIES

Additional Needs Policy Behaviour Guidance Policy Celebrations Policy Child Protection Policy Code of Conduct Policy English as an Additional Language or Dialect (EAL/D) Policy Environmental Responsibility Policy Excursion/Incursion Policy Family Communication Policy Interactions with Children, Family and Staff Policy	Multi-Cultural Policy Photograph Policy Physical Activity Policy Privacy and Confidentiality Policy Professional Development Policy Record Keeping and Retention Policy Respect for Children Policy Safe Use of Digital Technologies and Online Environments Policy Supervision Policy Transition to School Policy

PURPOSE

We aim to enhance children's learning and development through the pedagogical practices of educators in a positive learning environment through which the five learning outcomes from the *My Time, Our Place (MTOP, V2.0, 2022)* are supported and promoted. The program supports each child and young person's continuity of learning by providing opportunities for active learning, social development and wellbeing and recreational or leisure activities. (ACECQA, 2023).

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Under the Education and Care Services National Law and Education and Care Services National Regulations, approved Out of School Hours Care (OSHC) services are required to base their educational program on an approved learning framework. The national approved learning framework which outlines practices that support and promote children's learning is *My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022*

There is also a jurisdiction-specific approved learning frameworks for Victoria which is currently under review. *Victorian Early Years Learning and Development Framework*

In school age education and care services, "*the program has different formats depending on whether it is wrapping around the school day or vacation periods. The program is a group of*

experiences that underpin the achievement of the Outcomes". (MTOP, V2. p.68). Planning for learning is a continuous cycle that involves planning, implementation, critical reflection, assessment and evaluation.

OUR SERVICE IS COMMITTED TO THE APPROVED LEARNING FRAMEWORK (MTOP) (V2.0)

The approved learning framework include principles, practices and learning outcomes that guide educational leaders and educators in their curriculum decision making, and assist them in planning, delivering and evaluating quality programs in early childhood settings.

In compliance with the My Time Our Place (V2.0) and Education and Care Services National Regulations, the program will contribute to the following learning outcomes for each child:

- Children and young people have a strong sense of identity
- Children and young people are connected with and contribute to their world
- Children and young people have strong sense of wellbeing
- Children and young people are confident and involved learners
- Children and young people are effective communicators

THE APPROVED PROVIDER WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met and understood by all staff and educators
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- the education leader selected is supported to lead the development, implementation and review of the educational program and assessment and planning cycle within the OSHC Service
- the educational leader has the skills, knowledge and attributes to mentor and work collaboratively with educators, fostering a shared responsibility and professional accountability of children's learning, development and wellbeing
- to support educator's understanding of educational programming and practices for school aged children
- the staff record includes the name of the person designated as the educational leader
- the educational leader accepts the position of educational leader in writing (Reg. 118)
- the educational leader is aware of the regulatory requirements of the role and can explain the obligations associated with the position [mandatory for NSW]

- a high-quality educational program based on an approved learning framework is delivered to all children in accordance with the framework (outcomes, practices and principles)
- the educational program is displayed in an accessible place for families and is available upon request
- the program is evidence based, age-appropriate and supports and extends the developmental needs, interests and experiences of each child
- Aboriginal and Torres Strait Islander perspectives are meaningfully embedded within the program and daily practice
- to promote inclusive practices by ensuring reasonable adjustments are made for children with disabilities or additional needs and that appropriate professional referrals are made with family consent
- support is provided to the nominated supervisor and educational leader to embed continuous improvement and uphold quality teaching and learning practices
- all educators are provided with necessary resources, professional learning, and time to implement the program effectively.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR /EDUCATIONAL LEADER WILL:

- ensure the program aligns with the approved learning framework and Service Philosophy
- implement the Assessment and Planning Cycle that takes into account the unique nature of school age care as the '*ongoing process… to design programs that enhance and extend each child's learning and development'* (MTOP. V2.0, p.131)
- base the educational program on an approved learning framework and deliver the program in accordance with the framework (outcomes, practices and principles)
- ensure they understand the regulatory requirements of the educational leader role and can explain the obligations associated with the position
- ensure the program contributes to the five learning outcomes for each child
- collaborate with educators to ensure they plan experiences and activities based on individual and group goals that maximise opportunities to extend emerging strengths, abilities and interests for each child and young person
- ensure all educators work as a team in preparing and/or implementing the curriculum based on the Service's philosophy
- gather information from families upon enrolment regarding the child's needs, interest and family backgrounds
- ensure family input and feedback are actively sought, recorded and reflected within the educational program

- document family input with the educational program to strengthen connections and partnerships
- ensure all children and young people have the access to a quality and inclusive educational program that celebrates and makes visible children's diversity (MTOP, V2.0)
- ensure the program is inclusive of all children and young people
- develop collaborative relationships with families to achieve quality outcomes for all children and young people
- monitor and support educators to critically reflect on the effectiveness of their teaching strategies, program implementation and environmental design
- ensure the educational program is displayed in a place that is accessible to families
- ensure information regarding the content and operation of the education program is provided to families if requested (Reg. 76)
- provide information regarding the child or young person's participation within the program when requested by families (Reg. 76)
- ensure a copy of the program is available at all times (Reg. 75)
- ensure documentation related to the development of the education program are recorded (Reg. 74)
- ensure evidence about the development of the educational program for a child over preschool age is documented
- ensure documentation and individual child assessments are collected for children preschool age or under who attend OSHC service aligned with the EYLF or relevant approved learning framework.
- consider the period of time a child or young person is being educated and cared for by the service when preparing documentation

EDUCATORS WILL:

- collaborate with children and young people to influence the development of the program in response to their own strengths, ideas, abilities and interests
- plan a contextual program that actively promotes or initiates the investigation of ideas, complex concepts and thinking, reasoning and hypothesizing the supports in learning, development and wellbeing of each child and young person
- use the learning outcomes to guide the planning for children and young people's learning
- provide play and leisure opportunities that are meaningful to children and support their wellbeing, learning and development
- assess and analyse play, leisure, learning and participation in a variety of ways

- document children's wellbeing and learning, utilising contemporary theories and research concerning children's play, leisure, and learning, and make this visible to children, educators and families
- include children and young people in the assessment process by encouraging them to select strategies to document their own learning
- ensure each child and young person is acknowledged for their uniqueness in a positive way
- provide unstructured experiences that take into account that school age children have had a structured and busy day at school
- ensure the curriculum reflects diversity and reflects the values and beliefs of children and families
- take responsibility to be culturally responsive
- provide experiences that actively promote and initiate the investigation of ideas, exploration, prediction, and hypothesizing
- support the development of dispositions such as confidence, curiosity, persistence, imagination, and creativity
- be intentional in the roles they take in children's play and leisure and the way they intentionally plan the environment and curriculum experiences
- make use of spontaneous 'teachable moments' to extend learning
- further extend critical thinking skills and problem-solving skills through provocations
- plan realistic curriculum goals for children considering the period of time the child is being educated and cared for by the OSHC Service
- ensure documentation and evaluations are readily understood by parents
- record and document children's learning on Service-issued devices only, in accordance with the Safe Use of Digital technologies Policy and Procedures

The program will provide a variety of developmentally appropriate experiences and materials that are selected to achieve the following goals:

- Foster positive self-concept
- Foster high-level thinking skills
- Develop social skills
- Encourage children and young people to reason, question and experiment
- Support language development
- Enhance physical development and skills
- Foster independence and initiative

- Encourage and demonstrate sound health, safety and nutritional practices
- Encourage creative expression
- Respect cultural diversity of staff, children and young people
- Respect gender diversity
- Develop understanding of environmental, social and economic sustainability

DOCUMENTATION REQUIREMENTS

OSHC Services that educate and care for school age children in SA, TAS, VIC, NT, NSW, QLD and WA are not required to keep documentation of individual evaluations of school age children. Decisions will be made about how much to document is based on our unique context, the age of children attending, attendance patterns and how the documentation is used by educators and families.

Documentation will demonstrate children and young people:

- Showing themselves as active participants and decision makers
- Engaged in their skills, development and programs
- Providing feedback that has resulted in a decision to continue or extend on an aspect of the program
- Providing work samples such as drawings, reflections, or photographs of their thoughts and ideas about the program and their learnings.

Documentation will also demonstrate educator's reflections on their own practice and interpreting the feelings, thoughts and ideas of children families and colleagues.
Services must ensure that evidence about the development of the program is documented.
Documentation will provide evidence about the development and reflection of the program.

EXAMPLES OF DOCUMENTATION USED BY EDUCATORS MAY INCLUDE:

- Learning stories or narratives
- photographs with captions
- observations or reviews
- journals
- mind maps and surveys

PHYSICAL ACTIVITY

Our *Physical Activity Policy* provides further details to support school age children's physical activity and development of their gross and fine motor skills through a range of spontaneous and intentionally planned active play experiences that are both child initiated and educator led.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Educational Program Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Activity/Floor Plan	Learning Development Register
Assessment and Planning Cycle Audit	Management Programming Audit
Assessment and Planning Cycle Guide and Procedure	Observation Record
Assessment of Learning Summary	Pre-Assessment Educational Program and Practice Checklist
Critical Reflection Template	Program Template
Educational Program and Practice Procedure	Special Days and Events Calendar 2026
Educators Program Resources Guide	

SOURCES

Australian Children's Education & Care Quality Authority. (2014).
Australian Children's Education & Care Quality Authority. (2023). *Guide to the National Quality Framework.*
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Australian Government, Department of Health and Aged Care (2013). *Get Up & Grow. Healthy Eating and Physical Activity for Early Childhood.*
Caplan, L, & Kyretses, S. (2014). *Programming with the early years learning framework.* Cragieburn, Victoria: Curriculum Kids.
Early Childhood Australia Code of Ethics. (2016).
Education and Care Services National Law Act 2010. (Amended 2023).
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Revised National Quality Standard. (2018).
Western Australian Education and Care Services National Regulations

REVIEW

POLICY REVIEWED BY	Melina Strangio	Educational Leader	04/05/26
POLICY REVIEWED	MAY 2026	NEXT REVIEW DATE	MAY 2027
VERSION NUMBER	V16.01.26		
MODIFICATIONS	• major edits in policy to align with principles, practices and outcomes of MTOP V2.0 • Included Physical Activity section • annual policy maintenance • minor edits within policy • new regulation requirements for the educational leader to understand the role and be able to explain obligations of the position (commencing 2026 for NSW Services) • sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

APRIL 2024	• major edits in policy to align with principles, practices and outcomes of EYLF V2.0, 2022 • removed Physical Activity section- covered in *Physical Activity Policy* • sources updated	
JANUARY 2023	• Update of Department name from Department of Education, Skills, and Employment to Department of Education • additional regulation information included (Reg. 74, 75, 76, 118) • annual policy maintenance • minor formatting edits within text • hyperlinks checked and repaired as required • continuous improvement/reflection section added	JANUARY 2024
	• Childcare Centre Desktop Related resources section added • link to Western Australian Education and Care Services National Regulations added in 'Sources'	
JANUARY 2022	• additional related policies added (edited change of name for some policies) • additional information related to cultural competence • collaboration with families and children added • reference to new policy added (Physical Activity Policy)	JANUARY 2023
JANUARY 2021	• additional information and regulations related to role of educational leader • minor editing • sources and links checked for currency and edited where required	JANUARY 2022
JANUARY 2020	• Sources checked for currency and updated as required • Western Australian curriculum amended • Additional links added	JANUARY 2021

JANUARY 2019	• Sources checked for currency and updated as required. • Checked & updated editions & referenced correctly. • Reference links checked. • Rearranged the order of points for better flow. • Points added (Highlighted). • Sources/references corrected, updated, and alphabetised.	JANUARY 2020
FEBRUARY 2018	• Saved title change from Programming Policy to Educational Program Policy • Improved grammar in the Purpose • Updated content to further support fundamental movement and active play	JANUARY 2019
JANUARY 2018	• Adjustment in Education and Care Services National Regulations section • Added related policy section • Statements added to improve operational compliance and delivery	JANUARY 2019
OCTOBER 2017	• Updated the National Quality Standard references to comply with revised standard	JANUARY 2018
JANUARY 2017	• Minor changes made to Educators roles and responsibilities to ensure a compliant and operative program – see yellow highlights	JANUARY 2018