EDUCATIONAL PROGRAM POLICY

Research accentuates that high quality programs significantly influences children and young people's growth and development. We have the opportunity to construct a supportive learning environment and program, with inspirations from the children, young people and families. This contribution can encourage children to feel a sense of control over their actions, interactions, to explore, be curious and test out 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, and 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 co-ordinators 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 REGULATIONS	
S.168	Offence relating to required programs
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
168	Education and care services must have policies and procedures
170	Policies and procedures are to be followed
254	Declared approved learning frameworks
274A	NSW- Programs for children over preschool age

RELATED POLICIES

Additional Needs Policy Behaviour Guidance Policy Celebrations Policy Code of Conduct Policy Cyber Safety 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 Respect for Children Policy Supervision Policy

PURPOSE

School age education and care programs are acknowledged in the National Quality Framework (NQF) as distinct from early childhood programs. Programs in school age education and care supplement children's formal schooling. 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, approved provider, nominated supervisor, students, volunteers, visitors and management of the OOSH Service.

IMPLEMENTATION

Under the Education and Care Services National Law and National Regulations, approved Out of School Hours Care (OOSH) 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](#)

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.

THE APPROVED PROVIDER WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- 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 OOSH 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 and young people'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)
- evidence about the development of the educational program for a child over preschool age is documented

- documentation and individual child assessments are collected for children preschool age or under who attend OOSH service aligned with the MTOP or relevant approved learning framework.

THE NOMINATED SUPERVISOR/EDUCATIONAL LEADER WILL:

- 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 the program is evidence based, age-appropriate and supports and extends the developmental needs, interests and experiences of each child
- 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
- 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
- be consistently aware of and responsive to children and young people who may require additional support, assistance or attention, noticing and listening carefully to children's concerns and discussing diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour
- develop collaborative relationships with families to achieve quality outcomes for all children and young people
- display cultural responsiveness by learning about multiple perspectives and diversity such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual's diversity
- 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)
- 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 service
- ensure documentation and evaluations are readily understood by parents

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 understandings of environmental, social and economic sustainability

DOCUMENTATION REQUIREMENTS

From July 1 2023, services that educate and care for school age children in SA, TAS, VIC, NT, NSW and QLD are not required to keep documentation of individual evaluations of school age children.

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 reviewed on an annual basis in conjunction with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Activity/Floor Plan Assessment and Planning Cycle Audit Assessment and Planning Cycle Guide and Procedure Assessment of Learning Summary Critical Reflection Template Educational Program and Practice Procedure Educators Program Resources Guide	Learning Development Register Management Programming Audit Observation Record Pre-Assessment Educational Program and Practice Checklist Program Template Special Days and Events Calendar 2025

SOURCES

Australian Children's Education & Care Authority (2023) *Documenting Programs for School Age Services*
Australian Children's Education & Care Quality Authority. (2025). *Guide to the National Quality Framework*
Australian Government Department of Education (2022). *My Time, Our Place- Framework for School Age Care.V2.0*
Australian Government Department of Education (2022). Information sheet- My Time, Our Place. Cultural Responsiveness
Early Childhood Australia Code of Ethics. (2016)
Education and Care Services National Law Act 2010. (Amended 2023).
Education and Care Services National Regulations. (Amended 2023).
NSW Government. Department of Health. Eat Smart Play Smart. A manual for out of school hours care. (2016)

REVIEW

POLICY REVIEWED BY	Katie Griffiths		Nominated Supervisor	February 2025
POLICY REVIEWED	FEBRUARY 2025	NEXT REVIEW DATE		FEBRUARY 2026
VERSION NUMBER	V11.02.25			
MODIFICATIONS	• annual policy maintenance • no major changes to policy • sources checked for currency and updated as required			
POLICY REVIEWED	PREVIOUS MODIFICATIONS			NEXT REVIEW DATE
JANUARY 2024	JANUARY • annual policy maintenance • addition inclusions re: MTOP V2.0 • sources updated as required JUNE • major edits in policy to align with principles, practices and outcomes of MTOP V2.0 • updated policy to align with regulation changes re: documentation requirements effective 1 July 2023 • removed Physical Activity section- covered in *Physical Activity Policy* • sources updated			FEBRUARY 2025