

EDUCATIONAL PROGRAM POLICY

Activity Centres Inc (ACI) is committed to delivering high-quality educational programs across both Early Childhood Education and Care (ECE) and Outside School Hours Care (OOSH). Our programs are guided by the approved learning frameworks: the *Early Years Learning Framework (EYLF)* and *My Time, Our Place (MTOPI)*, alongside the Education and Care Services National Regulations and the National Quality Framework (NQF).

Our educational programs are designed to support each child and young person’s learning, development, and wellbeing through intentional, responsive, inclusive, and play-based approaches that reflect individual interests, strengths, and needs.

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 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 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 CHILD SAFE STANDARDS	
1	Child Safety is embedded in organisational leadership, governance and culture.
2	Children participate in decisions affecting them and are taken seriously
3	Families and Communities are informed and involved
4	Equity is upheld and diverse needs are taken into account
5	People working with children are suitable and supported
7	Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training.
8	Physical and online environments minimise the opportunity for abuse to occur
10	Policies and Procedures document how the organisation is Child Safe



RELATED POLICIES

Behaviour Guidance Policy Child Protection Policy Code of Conduct Policy Communication Policy Excursion/Incursion Policy Interactions with Children, Family and Staff Policy Maintenance of records Policy	Physical Environment Policy Privacy Policy Staff Training and Development Policy Safe Use of Digital Technologies and Online Environments Policy Supervision Policy
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PURPOSE

Activity Centres Incorporated (ACI) aim to enhance children’s learning, development, and wellbeing through intentional pedagogical practices in a positive and inclusive learning environment. Our programs support the five learning outcomes of the Early Years Learning Framework (EYLF) and My Time Our Place Framework (MTOF), with educators observing and responding to each child’s needs to plan and implement engaging, meaningful experiences that support holistic development.

School age education and care is recognised under the National Quality Framework (NQF) as distinct from early childhood education. These programs complement formal schooling by supporting continuity of learning and providing opportunities for active learning, social development, wellbeing, and recreation, while responding to each child and young person’s individual strengths and interests (ACECQA, 2023).

SCOPE

This policy applies to Children, Families, Staff, Educators, Approved Provider, Nominated Supervisor, Students, Volunteers, Visitors and Management of the Organisation.

IMPLEMENTATION

Under the Education and Care Services National Law and Education and Care Services National Regulations, approved Services are required to base their educational program on an Approved Learning Framework. The program should focus on addressing the developmental needs, interests, and previous experiences of each child, while considering the individual differences of each child. There are two nationally approved learning frameworks in Australia which outline practices that support and promote children’s learning:

- [*Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0, 2022*](#)
- [*My Time, Our Place- Framework for School Age Care in Australia. V2.0, 2022*](#)

ACTIVITY CENTRES IS COMMITTED TO THE APPROVED LEARNING FRAMEWORKS (EYLF & MTOP)

The Approved Learning Frameworks, including the *Early Years Learning Framework (EYLF)* and *My Time, Our Place (MTOP)*, provide the principles, practices, and learning outcomes that guide Educational Leaders and Educators in their curriculum decision-making. These frameworks support the planning, delivery, and evaluation of quality programs across early childhood and school-age education and care settings.

In compliance with the EYLF, MTOP, and the Education and Care Services National Regulations, our program will contribute to the following learning outcomes for each child:

EYLF Learning Outcomes (Early Childhood):

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

MTOP Learning Outcomes (School Age Care):

- 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 a 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
- Educators, Staff, Students, Visitors and Volunteers have knowledge of and adhere to this policy
- the Educational Leader selected is supported to lead the development, implementation and review of the educational program and assessment and planning cycle within the 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
- 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
- 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 included within the program
- 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 COORDINATOR/ NOMINATED SUPERVISOR WILL:

- ensure the program aligns with the Approved Learning Framework and Service philosophy
- 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
- ensure planning for learning is a continuous cycle that involves-observation, planning, implementation, assessment, evaluation and critical reflection
- work in partnership with Children and Families, Communities, Teachers in schools and other professionals to inform educational practices that are play-based and relevant to that community
- 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 (MTOPI)
- promote inclusive education by ensuring equitable access to resources, opportunities and support for all Children

- 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 documentation and individual child assessments are collected for **children preschool age or under** who attend OOSH services align with the EYLF or relevant approved learning framework.
- support families through positive, respectful and reciprocal relationships through regular communication to support children's learning and wellbeing
- lead a culture of professional collaboration and continuous improvement through regular meetings, mentoring and feedback
- consider the period of time a child or young person is being educated and cared for by the service when preparing documentation
- ensure key physical activity recommendations from Australian Government guidelines- Get up & Grow and/or Munch and Move (NSW) are embedded into our curriculum of our Early Education and Care (ECE) services
- ensure documentation relating to child assessments or evaluations for delivery of the education program are recorded, including:
 - assessments of the child's developmental needs, interests, experiences and participation in the education program
 - assessments of the child's progress against the outcomes of the educational program.

THE EDUCATIONAL LEADER WILL:

- ensure they understand the Regulatory requirements of the role and can explain the obligations associated with the position
- lead the development, implementation and evaluation of the educational program in line with the Approved Learning Frameworks (EYLF or MTOP)
- mentor and guide Educators to intentionally plan and assess learning using the Approved Learning Outcomes, Practices and Principles

- support Educators to reflect on and strengthen their pedagogical practices, decision-making and interactions with children
- ensure that planning, assessment and documentation processes are consistent, meaningful and promote continuity of learning
- facilitate professional discussions and reflective practice to enhance Educators' understanding of the planning cycle and the link between theory and practice
- monitor and support Educators to critically reflect on the effectiveness of their teaching strategies, program implementation and environmental design
- support Educators to embed Aboriginal and Torres Strait Islander perspectives and cultural responsiveness throughout the curriculum
- promote inclusive education by supporting Educators to make reasonable adjustments and ensure equitable learning opportunities for all children
- collaborate with Families, Educators, and other professionals to design programs that are place-based, relevant and reflective of the service community
- encourage the inclusion of children's voices, ideas and feedback in program evaluation and decision-making
- lead ongoing review and reflection on the educational program to ensure continuous improvement and alignment with the National Quality Standard
- support Educators to use children's play and learning experiences to build and develop each child's individual learning profile to record their learning journey (ECE). This may include learning stories, portfolios, observations, annotated photographs children's feedback and other documentation demonstrating strengths and development

OUTSIDE OF SCHOOL HOURS CARE (OOSH)

In OOSH settings, educators adopt a collaborative and flexible approach that recognises children and young people as active participants in their learning. Programs are responsive to their interests, strengths, and need for both engagement and relaxation following the school day.

Educators will:

- Collaborate with children and young people to co-construct the program based on their interests, ideas, and abilities
- Provide a balance of structured and unstructured play and leisure opportunities that support wellbeing, learning, and development
- Plan experiences that promote inquiry, critical thinking, problem-solving, and creativity
- Use the MTOP V2.0 learning outcomes to guide planning and reflection
- Be intentional in their roles, using both planned and spontaneous learning opportunities to extend thinking
- Support the development of dispositions such as confidence, curiosity, persistence, and imagination
- Ensure the program reflects diversity and is culturally responsive and inclusive

- Recognise and respect each child and young person's individuality in a positive and inclusive manner
- Plan realistic curriculum goals based on attendance patterns and time spent in care
- Ensure documentation is meaningful, accessible, and understood by families
- record and document children's learning on Service-issued devices only, in accordance with the *Safe Use of Digital technologies Policy and Procedures*

Program focus:

The OOSH program provides developmentally appropriate experiences that:

- Foster independence, agency, and self-concept
- Support social development, communication, and collaboration
- Encourage exploration, experimentation, and high-level thinking
- Promote physical wellbeing, health, and safety
- Encourage creativity and self-expression
- Reflect and respect cultural and gender diversity
- Support environmental, social, and economic sustainability

EARLY CHILDHOOD EDUCATION AND CARE (ECE)

In Early Childhood Education and Care settings, educators implement intentional, responsive, and play-based curriculum practices guided by the *Early Years Learning Framework (EYLF)*. Programs are designed to support each child's holistic development through strong relationships, intentional teaching, and ongoing assessment and planning cycles.

Educators will:

- Collaborate with the Educational Leader to support curriculum direction and continuous improvement
- Work in partnership with children to co-construct the program based on their strengths, ideas, abilities, and interests
- Engage with families to share information about children's learning and participation and gather feedback to inform planning and assessment
- Use multiple sources of information to document children's learning, development, and wellbeing
- Plan realistic curriculum goals informed by observation and assessment of individual needs and interests
- Document children's learning using contemporary theories and research related to play and learning
- Make children's learning visible to children, families, and educators
- Ensure families are provided with meaningful information about their child's participation in the program
- Use family feedback to support authentic assessment and evaluation practices
- Record and store all documentation on Service-issued devices in accordance with the *Safe Use of Digital Technologies Policy and Procedures*



- Implement an ongoing cycle of planning, documentation, reflection, and evaluation to guide curriculum decision-making
- Design contextual programs that promote inquiry, complex thinking, reasoning, and hypothesising
- Use EYLF learning outcomes, principles, and practices to guide curriculum planning
- Foster children’s sense of identity, self-worth, and social belonging
- Intentionally plan learning experiences based on children’s interests, curiosities, and prior knowledge
- Provide a balance of structured and unstructured learning experiences appropriate to age and individual needs
- Incorporate intentional teaching of Fundamental Movement Skills (FMS) to support physical development
- Deliver intentional, purposeful, and play-based learning experiences
- Respond to spontaneous learning opportunities and ‘teachable moments’ to extend thinking and learning
- Encourage children’s agency, allowing them to make decisions about their learning and play
- Provide extended periods of uninterrupted play to support deep engagement and sustained learning
- Offer ongoing encouragement, support, and positive reinforcement
- Incorporate opportunities for spontaneous learning within daily routines
- Respect and promote children’s agency in decisions that impact their learning
- Support the development of a growth mindset and learning dispositions such as curiosity, confidence, creativity, cooperation, persistence, and imagination
- Facilitate inquiry-based learning experiences that encourage exploration, reasoning, and problem-solving
- Use EYLF learning outcomes to guide intentional planning and assessment
- Support children in developing awareness of health, safety, and personal wellbeing responsibilities
- Demonstrate cultural responsiveness by recognising and respecting diverse perspectives, including Aboriginal and Torres Strait Islander cultures, and diverse family backgrounds
- Respect all cultural beliefs, values, customs, and lifestyles
- Integrate learning experiences that reflect children’s cultures, communities, and identities through art, music, stories, language, and movement
- Engage in critical reflection that considers multiple perspectives, including children’s learning, teaching strategies, and environmental influences
- Use a range of reflective practices to evaluate children’s experiences, thinking, and learning
- Model reflective and innovative thinking through exploration, imagination, and play
- Ensure ongoing reflection aligns with the service philosophy, National Quality Framework, and EYLF V2.0

DOCUMENTATION REQUIREMENTS

OOSH Services that educate and care for school age children in NSW are not required to keep documentation of individual evaluations of school age children.

ECE services are required to maintain ongoing documentation and individual evaluations of each child's learning, development, and wellbeing to support assessment for learning, planning, and continuity of education.

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.
- Evidence of the development and reflection of the program

EXAMPLES OF DOCUMENTATION USED BY EDUCATORS MAY INCLUDE:

- learning stories or narratives
- photographs/collages with captions
- observations or reviews
- journals
- mind maps and surveys
- scripts and time samples
- developmental summaries

SOURCES

Australian Children's Education & Care Authority (2023) [Documenting Programs for School Age Services](#)

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Government Department of Education (2022). [My Time, Our Place- Framework for School Age Care in Australia. V2.0](#)

Australian Government Department of Education (2022). Information sheet- My Time, Our Place. [Cultural Responsiveness](#)

[Children \(Education and Care Services\) National Law \(NSW\)](#)

Early Childhood Australia. (2016). [Code of Ethics](#).

[Education and Care Services National Law Act 2010](#).

[Education and Care Services National Regulations](#). (Amended 2025)

NSW Government. Department of Health. Eat Smart Play Smart. A manual for out of school hours care. (2016)



REVIEW

POLICY REVIEWED BY	Jessie McCulloch, Natasha Foenander & Rachael Bajo	Role: Head office	Date: 22/4/2026
ENDORSED BY 2 PARENT COMMITTEE MEMBERS (initial/date)	K.K & G.M (28/4/26)	UPDATES/MODIFICATIONS	-Moved to childcare desktop policy -combined OOSH and ECE program policy
NEXT REVIEW DATE: April 2027			