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. The United Nations Convention on the Rights of the Child (the convention) (United Nations 1989) states '*that all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability, and respects their family, cultural and other identities and languages*.' (EYLF, V2.0, 2022, p. 5).

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 [commencing 2026 Nationally]
S.168	Offence relating to required programs
Part 6A	Devices in education and care services [commencing 2026]
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
254	Declared approved learning frameworks

RELATED POLICIES

Additional Needs Policy	Multi-Cultural Policy
Behaviour Guidance Policy	Physical Activity Policy
Celebrations Policy	Physical Environment Policy
Child Protection Policy	Privacy and Confidentiality Policy
Code of Conduct Policy	Professional Development Policy
English as an Additional Language or Dialect (EAL/D) Policy	Record Keeping and Retention Policy
	Respect for Children Policy
Environmental Responsibility Policy	Safe Use of Digital Technologies and Online Environments Policy
Excursion/Incursion Policy	
Family Communication Policy	Supervision Policy
Interactions with Children, Family and Staff 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 *Early Years Learning Framework (EYLF, V2.0)* are supported and promoted. Educators will gather and interpret information about children as individuals to inform the preparation of the environment, and implement experiences that are engaging and meaningful, supporting children's holistic development. We support the vision of the EYLF, V2.0 to ensure '*all children experience learning that is engaging and builds success for life.'*

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 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*

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

OUR SERVICE IS COMMITTED TO THE APPROVED LEARNING FRAMEWORK (EYLF) (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 Early Years Learning Framework (V2.0) and the Education and Care Services National Regulations, the program will contribute to the following learning outcomes for each child:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have strong sense of wellbeing

- Children are confident and involved learners
- Children 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 education 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's learning, development and wellbeing
- 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
- 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 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 NOMINATED SUPERVISOR WILL:

- ensure the program aligns with the approved learning framework and Service philosophy
- 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 place-based and relevant to that community (EYLF, V2.0. p. 8)
- 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
- ensure all educators work as a team in preparing and/or implementing the curriculum which adheres to the service philosophy
- ensure educators are intentional in all aspects of their professional practice
- promote inclusive education by ensuring equitable access to resources, opportunities and support for all children
- ensure a conscious balance between indoor and outdoor experiences is planned for with large blocks of unstructured time for uninterrupted child-initiated play
- promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence and refinement of fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences. (See: *Physical Activity Policy*)
- ensure key physical activity recommendations from Australian Government guidelines- Get up & Grow - are embedded into our curriculum
- support families through positive, respectful and reciprocal relationships through regular communication to support children's learning and wellbeing
- ensure a copy of the program's content and operation is available to families and provided upon request
- lead a culture of professional collaboration and continuous improvement through regular meetings, mentoring and feedback
- 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 V2.0)
- 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. This may include learning stories, portfolios, observations, and other documentation demonstrating strengths and development.

EDUCATORS WILL:

Collaboration and curriculum direction

- collaborate with the educational leader for curriculum direction and guidance
- work collaboratively with children to influence the development of the program in response to their own strengths, ideas, abilities and interests
- engage with families to share information about children's participation and gather meaningful feedback to inform assessment and planning

Observation and documentation

- use multiple sources of information to gather and document different aspects of children's learning, development and wellbeing
- plan realistic curriculum goals for children based on observation and assessment of individual needs and interests
- document children's wellbeing and learning, utilising contemporary theories and research about play, leisure, and learning
- ensure documentation makes children's learning visible to children, families and educators
- ensure information about the child's participation in the program is available for families
- utilise families feedback for creating children's assessment and evaluation creates an authentic and meaningful assessment whilst valuing the children's role in assessing their learning
- record and document children's learning on Service-issued devices only, in accordance with the *Safe Use of Digital technologies Policy and Procedures*

Program planning and development

- implement an ongoing cycle of planning, documenting, responding to and supporting children's learning which underpins the educational program
- plan a contextual program that actively promotes the investigation of ideas, complex concepts and thinking, reasoning and hypothesising to support each child's learning and wellbeing of each child
- use the learning outcomes, practices and principles to guide planning for children's learning and play
- encourage the development of children's self-worth, uniqueness and positive view of themselves helping frame their personal and social identity
- intentionally plan and implement learning experiences using information about a child's interests, curiosities and funds of knowledge
- provide experiences that include both structured and unstructured learning times catering for children's individual needs and interests and, are age appropriate
- plan and implement the intentional teaching of Fundamental Movement Skills (FMS) to support the physical development of children of all ages

Program implementation

- act deliberately, thoughtfully and purposefully to support children's learning through play-based learning

- implement planned and spontaneous experiences using 'teachable moments' to extend children's learning
- encourage children to act intentionally and with agency in play as they make decisions
- allow large blocks of uninterrupted time to allow children to develop their ideas and interests in their learning environments allowing children to explore their physical, social and intellectual elements of their activities
- provide children with ongoing encouragement and positive reinforcement
- seek opportunities within the routine for spontaneous play and experiences

Children's agency and growth mindset

- respect children's agency by involving them in decisions that affect their learning
- provide experiences that support and develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, enthusiasm, persistence and imagination
- provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising
- use the learning outcomes to guide the planning for children and young people's learning
- extend critical thinking skills through provocations and rich inquiry-based experiences
- teach children the importance of taking responsibility towards their own health and safety to ensure their own wellbeing and personal safety

Cultural responsiveness and inclusion

- 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
- take responsibility to be respectful of all backgrounds, beliefs, values, customs, knowledge, lifestyles and social behaviours
- intentionally promote learning about a child's culture, county and community through dance, music, language and dialect, stories, art and craft

Reflection, evaluation and continuous improvement

- ensure critical reflection clearly exams all aspects of events and experiences from different perspectives, identifying children's learning, spontaneous play, teaching strategies, and changes that may be needed in the environment
- use a variety of methods to assist reflection on children's experiences, thinking, and learning

- explore ideas and theories using imagination and creative play, modelling reflective and innovative thinking for children
- engage in ongoing reflection to ensure practices align with the service philosophy, National Quality Framework and approved learning framework (EYLF).

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 and Floor Plan	Exceeding Themes Guide and Examples
Assessment and Planning Cycle Audit	Learning and Development Register
Assessment and Planning Cycle Guide and Procedure	Learning Story Record
Assessment of Learning Summary	Management Programming Audit
Critical Reflection Template	Observation Record
Educational Program and Practice Procedure	Pre-Assessment Educational Program and Practice Checklist
Educator Survey - QA1	Program Template
Educators Program Resources Guide	Special Days and Events Calendar 2026

SOURCES

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

Australian Government Department of Education. *Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022*

Australian Government Department of Education. (2022). *Information sheet. Belonging, Being and Becoming. Cultural responsiveness.*

Australian Government Department of Education. (2023). *Play-based learning and intentionality.*

Australian Government, Department of Health and Aged Care (2013). *Get Up & Grow. Healthy Eating and Physical Activity for Early Childhood.*

Children (Education and Care Services) National Law (NSW)

Early Childhood Australia. 2(016). *Code of Ethics.*

Education and Care Services National Law Act 2010.

Education and Care Services National Regulations. (Amended 2025)

Munch & Move: https://www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx

Western Australian Legislation Education and Care Services National Law (WA) Act 2012 (WA Services only)

Western Australian Legislation Education and Care Services National Regulations (WA) Act 2012

REVIEW

POLICY REVIEWED BY	[NAME] Amy Flockhart	[POSITION] office admin	[DATE] 18/06/2026
POLICY REVIEWED	FEBRUARY 2026	NEXT REVIEW DATE	FEBRUARY 2027
VERSION NUMBER	V18.02.26		
MODIFICATIONS	• annual policy maintenance • Responsibilities for approved provider, nominated supervisor, educational leader separated for ease of implementation • Educators will section rearranged into subsections for ease of implementation • new regulation requirements for the educational leader to understand the role and be able to explain obligations of the position • sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
FEBRUARY 2025	• annual policy review • major change of structure to policy for key roles and responsibilities • dot points moved into separate key areas for approved provider, nominated supervisor and educational leader • roles for educators moved into sub headings for ease of clarification • sources checked for currency and updated as required		FEBRUARY 2026