OSHC 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.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
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
359A	Victoria - Programs for children over preschool age

RELATED POLICIES

Additional Needs Policy	Interactions with Children, Family and Staff Policy
Behaviour Guidance Policy	Multi-Cultural Policy
Code of Conduct Policy	Physical Activity Policy
Cyber Safety Policy	Privacy and Confidentiality Policy
Excursion Policy	Respect for Children Policy
Family Communication 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 activites. (ACECQA, 2023).

SCOPE

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

IMPLEMENTATION

Under the Education and Care Services National Law and 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 (MTOP). Services in Victoria must align with a jurisdiction-specific approved learning framework for Victoria: 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.

THE APPROVED PROVIDER WILL ENSURE:

- the education leader selected is supported to lead the development and implementation of the educational program and assessment and planning cycle within the service
- the educational leader has the skills, knowledge and attributes to mentor and support educator's understanding of educational programming and practice 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 OSHC service aligned with the EYLF 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 delivered in accordance with the framework (outcomes, practices and principles)
- ensure the program 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 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 your 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

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.

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.

HOMEWORK

Homework in the OSHC program is by choice, not by force: children are able to make choices about whether to undertake their work.

Educators will whenever possible:

- provide a quiet space for children to undertake work

- assist with work where necessary

Educators will not be able to sign off on homework or take responsibility for the completion of homework. Homework is the responsibility of the parent/guardian and child.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Assessment and Planning Cycle Guide and Procedure	Assessment and Planning Cycle Audit
	Management Programming Audit
Educational Program and Practice Procedure	Observation Record

CONTINUOUS IMPROVEMENT/REFLECTION

The *Educational Program Policy* will be reviewed on an annual basis in conjunction with children, families, staff, eductaors and management.

SOURCE

Australian Children's Education & Care Authority (2023) *Documenting Programs for School Age Services*
Australian Government Department of Education (2022). *My Time, Our Place- Framework for School Age Care in Australia.V2.0*
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).
Guide to the National Quality Framework. (2017). (Amended 2023).
Guide to the National Quality Standard. (2018).
Guide to the National Quality Framework. (2017). (Amended 2020).
NSW Government. Department of Health. Eat Smart Play Smart. A manual for out of school hours care. (2016)
Victoria State Government Education and Training *Guide to Outside School Hours Care (OSHC) Provision* (2017)
https://www.education.vic.gov.au/Documents/school/teachers/management/oshcprovisionguide.pdf
Western Australian Education and Care Services National Regulations

REVIEW

POLICY REVIEWED BY:	Carol Hopkins	CSO	Dec 2023
POLICY REVIEWED	Dec 2023	NEXT REVIEW DATE	Dec 2027
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APPROVED BY			
POLICY REVIEWED BY:	Carol Hopkins	CSO	July 2023
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VERSION NUMBER	•		
MODIFICATIONS	• New Policy		
APPROVED BY			

Signature _____ *Date___/___/___*