

(Revised April 2026)

Policy Statement:

Mueller College Outside School Hours Care (OSHC) Service aims to provide programs where children and young people have access to a wide variety of challenging and recreational activities that meet the social, intellectual, physical, emotional, and spiritual needs of all children and young people. Programs are planned specifically to cater to the child or young person's skills, age, interests, backgrounds, cultures and abilities in developing programs, the Service recognises the importance of an understanding of middle childhood and play in the development of children and young people.

Background:

The Education and Care National regulations require Service providers to have Policies and procedures that support consistent development and implementation of the educational program.

Important terms:

Children and young people	Refers to the children and young people present in the care environment.
Educator	Refers to the staff employed by the Service to provide care for children and young people attending.
Parent/guardian	Refers to the primary carer/s of the child or young person attending the Service.
Family	Refers to the group of people, including the primary carer which engage daily with the child or young person in the home environment.

Legislation:

National Quality Standard (NQS)

Quality Area 1: Educational Program and Practice

3: Physical Environment

5: Relationships with Children

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
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.
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.

5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
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Education and Care Services National Regulations

73	Educational program (1) This Part applies in relation to the program (the <i>educational program</i>) that is required to be delivered under section 168 of the Law to a child being educated and cared for by an education and care service. (2) An educational program is to contribute to the following outcomes for each child— (a) the child will have a strong sense of identity; (b) the child will be connected with and contribute to his or her world; (c) the child will have a strong sense of wellbeing; (d) the child will be a confident and involved learner; (e) the child will be an effective communicator.
74	Documenting of child assessments or evaluations for delivery of educational program (1) The approved provider of the education and care service must ensure that, for the purposes of the educational program, the following are documented— (a) for a child preschool age or under— (i) assessments of the child's developmental needs, interests, experiences and participation in the educational program; and (ii) assessments of the child's progress against the outcomes of the educational program; and (b) for a child over preschool age, evaluations of the child's wellbeing, development and learning. (2) In preparing the documentation, the approved provider must— (a) consider— (i) the period of time that the child is being educated and cared for by the service; and (ii) how the documentation will be used by the educators at the service; and (b) prepare the documentation in a way that is readily understandable by the educators at the service and the parents of the child. Note. A compliance direction may be issued for failure to comply with subregulation (1).
75	Information about educational program to be kept available The approved provider of an education and care service must ensure that— (a) information about the contents and operation of the educational program for the service is displayed at the education and care service premises at a place accessible to parents of children being educated and cared for by the service; and (b) a copy of the educational program is available at the following places for inspection on request— (i) in the case of a centre-based service, at the education and care service premises; (ii) in the case of a family day care service, at each family day care residence or family day care venue. Note. A compliance direction may be issued for failure to comply with this regulation.
76	Information about educational program to be given to parents The approved provider of an education and care service must ensure that a parent of a child being educated and cared for by the service is provided with the following information on request— (a) information about the content and operation of the educational program so far as it relates to that child; (b) information about the child's participation in the program; (c) a copy of the documents kept under regulation 74 in respect of the child. Note. A compliance direction may be issued for failure to comply with this regulation.
105	The approved provider of an education and care service must ensure that each child being educated and cared for by the education and care service has access to sufficient furniture, materials and developmentally appropriate equipment suitable for the education and care of that child. Note. A compliance direction may be issued for failure to comply with this regulation.
274A	Programs for children over preschool age (1) This regulation applies in place of regulation 74(1)(b). (2) The approved provider of the education and care service must ensure that, for the purposes of the educational program for a child over preschool age, evidence about the development of the program is documented.
289A	Programs for children over preschool age (1) This regulation applies in place of regulation 74(1)(b). (2) The approved provider of the education and care service must ensure that, for the purposes of the educational program for a child over preschool age, evidence about the development of the program is documented.

Education and Care Services National Law

168	Offence relating to required programs (1) The approved provider of an education and care service must ensure that a program is delivered to all children being educated and cared for by the service that— (a) is based on an approved learning framework; and (b) is delivered in a manner that accords with the approved learning framework; and (c) is based on the developmental needs, interests and experiences of each child; and (d) is designed to take into account the individual differences of each child. Penalty: \$4000, in the case of an individual. \$20 000, in any other case. (2) A nominated supervisor of an education and care service must ensure that a program is delivered to all children being educated and cared for by the service that—
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	(a) is based on an approved learning framework; and (b) is delivered in a manner that accords with the approved learning framework; and (c) is based on the developmental needs, interests and experiences of each child; and (d) is designed to take into account the individual differences of each child. Penalty: \$4000.
301 (3,f)	Requirements and standards to be complied with for safety, security, cleanliness, comfort, hygiene and repair of premises, outdoor spaces, fencing, gates, resources and equipment used for providing education and care services;

Principals:

To ensure that all educational programs meet the regulation and Law requirements in providing multi-dimensional programs that meets various needs and are inclusive of all backgrounds, needs and development levels.

Procedure:

- In consultation with the Management Committee, the Nominated supervisor and educators will be responsible for the development of programs with the support of nominated Educators. This responsibility includes creating an atmosphere and environment that is responsive to the needs of each individual child or young person and to the group as a whole and reflects the philosophy of the Service.
- All educators will have access to the following documents:
 - Education and Care Services National Law Act 2010
 - Education and Care Services National Regulations
 - My Time, Our Place – Framework for School Age Care in Australia – Produced by the Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments. Ver 2.0
 - Guide to the National Quality Framework
 - National Quality Standard
- An educational program will contribute to the following principals for each child or young person:
 - Secure, respectful and reciprocal relationships
 - Partnerships
 - Respect for diversity
 - Aboriginal and Torres Strait Islander perspectives
 - Equity, inclusion and high expectations
 - Sustainability
 - Critical reflection and ongoing professional learning
 - Collaborative leadership and teamwork
- An educational program will contribute to the following practices for each child or young person:
 - Holistic, integrated and interconnected approaches
 - Collaboration with children and young people
 - Play, leisure and intentionality
 - Environments
 - Cultural responsiveness
 - Continuity and transitions
 - Assessment and evaluation for wellbeing, learning and development
- An educational program will contribute to the following outcomes for each child or young person:
 - 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
- Child and Young person interests will be used as the basis for our curriculum decision making which will help to ensure that learning is not only interesting but also meaningful and relevant to the children and young people. This will require educators, in partnership with the children and young people, is to convert their interests into engaging learning experience.
- Educator-child or young people relationships will:
 - Be central to supporting their learning.
 - Help children and young people feel secure, which frees them to explore, play and learn.
 - Contribute to each child or young person's sense of identity.
 - Offer opportunities for children and young people to learn how to interact with others, assess risk, respect other's rights, be appropriately assertive, show caring, negotiate and resolve conflicts.
 - Allow collaboration to guide the program.
 - Enable effective teaching and learning.

Educators will:

- Provide for child and young people learning in relation to the 8 principals, 7 practices and 5 learning outcomes of the My Time, Our Place Framework for School Age Care in Australia.
- attempt to examine their own biases and those of the children or young people and their families. They will ensure that all individuals and groups are treated fairly and respectfully. Issues of bias examined will include gender, race, culture, age, physical ability, and mental ability.
- be provided with opportunities to further their knowledge of child development theories and practice through email, inhouse training, meetings and professional development opportunities.
- Document the child or young person's varying interests, experiences and participation in the educational program. The child or young person's progress will be demonstrated using the outcomes of the educational program in regular learning stories and program reflections. The records may include observations, children or young people and family feedback and recommendations for program planning.
- Appropriately supervise children and young people at all times as outlined in the Service supervision plan.
- Join in the child or young person's play and encourage them to try new experiences, helping them to explore and assess risks in a scaffolded and supportive environment.
- be supportive and encouraging and communicate with children and young people in a friendly, positive and courteous manner.
- be responsible for working co-operatively to monitor the individual development of each child or young person within their care. Educators evaluate programs in relation to the stated philosophy and the Curriculum outlined in My time, Our Place ver 2.0.
- model, as appropriate, environmentally friendly and sustainable practices and encourage children and young people to appreciate elements of the natural environment.
- greet all children and young people upon arrival at the Service.

Lead Educators will:

- Initiate and facilitate regular on-going communication with parents/guardians concerning their child or young person. Programs, observations and reflections will be in a position where parents/guardians are able to see them and can discuss any aspect of the program with educators. These may be communicated electronically through

software platforms. Parents/Guardians will be encouraged to have input into the program.

- actively promote conservation and encourage children or young people and families to protect and care for the environment.
- refer special inclusion considerations to the Nominated supervisor to enable referrals or assistance to be sought from appropriate support organisations.
- discuss with the Nominated supervisor, program changes necessary to cater for additional needs or special considerations so all children and young people can participate effectively in the program.
- Ensure the program is displayed for families and critical reflection processes are completed regularly to ensure engagement with the cycle of planning.

The Educational Leader will:

- Create a balanced program wherever possible to include indoor/outdoor learning experiences, quiet/active times, individual/small group/large group times, time for individual educator/ child or young person interaction, individual and group interests and children and young people with additional needs.
- acknowledge various learning styles and imbed of the '8 ways' Aboriginal Pedagogy within programmed experiences.
- Where appropriate, provide experiences which will enable contact with members of the community from diverse cultural groups.
- Encourage collaboration of children or young people and families in influencing the program and future experiences.
- Give support and advice to all educators. The key aspect of the Educational Leader's role is to create an inspirational vision for children and young people's learning, offer professional advice and motivate and connect educators to work toward shared goals for children and young people and their learning.
- oversee all programs along with the Nominated Supervisor and ensure that planning and reflections are effective and contribute to further planning cycles through regular review and collaboration with educators, children or young people and families.

The Nominated supervisor and Approved provider will:

- provide a variety of toys and equipment for all children and young people to use, regardless of gender.
- collect information from families regarding any special requirements for all children and young people attending the Service, e.g. cultural requirements, disability needs.
- ensure that there is representation and fair presentation of human diversity in all aspects of the environment, e.g. books, posters, games, music.
- where possible, new children and young people and parents/guardians will be encouraged to visit the Service for short periods prior to enrolment to facilitate the child or young person's orientation into the Service.
- Share the 'Educational Program Policy and Procedure' with all employees upon their induction and ensure it is available to educators and families at all times.
- Additional professional development will be provided as needed and during review processes.
- All Service policy will be reviewed annually through consultation with all stakeholders or sooner should there be identified changes or updates to legislative requirement.

See also:

- Mueller OSHC Curriculum Development Policy & Procedure
- Mueller OSHC Supervision Policy & Procedure
- Mueller OSHC Celebrating Cultural difference, Aboriginal and Torres Strait Islander Peoples Policy & Procedure
- Mueller OSHC Cycle of planning graphic 2024

REFERENCES:

- Education and Care Services National Law Act 2010, Current as of February 2026
- Education and Care Services National Regulations and Amendments, Current as of February 2026
- Education and Care Services National Law Act (QLD) 2011, Current as of April 2026
- Guide to the National Quality Framework, Revised March 2026
- My Time, Our Place – Framework for School Age Care in Australia – Produced by the Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments. Ver2.0, Revised 2022
- National Quality Standard, Revised January 2026
- Guide to the National Quality Standard, Revised 2017.
- ACECQA_Educational-Leadership-OSHC-addendum_0 (2020)
- '8 Ways' Aboriginal Pedagogy, <https://www.8ways.online/about> (accessed December 2024)

REVIEW

POLICY REVIEWED BY:	Rachel Rose	OSHC Director	21/04/26
POLICY REVIEWED	APRIL 2026	NEXT REVIEW DATE	JUNE 2026
VERSION NUMBER	V2.3		
MODIFICATIONS	• References updated		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	LAST REVIEW DATE	
	• Updated references • Addition of review table	DEC 2024	
	• Updated legislation • Addition of cycle of planning	MAR 2025	