

(Revised April 2026)

Policy Statement:

Mueller College Outside School Hours Care (OSHC) Service educators deliver an educational program based on an approved learning framework as required in legislation. The Education and Care Services National Regulations are used by the Service to guide the operational requirements for the educational program and practice and the documentation of assessment of student's learning.

The Framework for School Age Care in Australia called "My time, Our Place Ver 2.0" is used in the Service to provide inclusive programs that acknowledge different ways of learning, cultural diversity, sustainable practice and wholistic health perspectives to enrich student learning and experience. The Service has appointed an Educational Leader to lead the development and implementation of the educational program.

Background:

The Education and Care National regulations require Service providers to have Policies and procedures that support the development of planned curriculum experiences in accordance with the approved frameworks and regulations.

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

4: Staffing Arrangements

5: Relationships with Children

7: Governance and Leadership

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.

4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
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.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.2	Educational Leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

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.
118	Educational leader The approved provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, co-ordinator or other individual as educational leader at the service to lead the development and implementation of educational programs in the service. 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— (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 curriculum development at the Service is in accordance with the National Law and regulation standards as outlined in the Outside school Hours Curriculum, My Time Our Place version 2. Reflective practice and collaboration will be used to inform future practice through the cycle of planning. Through this the Service aims to provide rich learning experiences for children and young people that span across various social, emotional and personal experiences that enhance their understanding of self, culture and community.



CYCLE OF PLANNING

Procedure:

- Documentation from children and young people that will be collected to inform program and practice include assessments of their interests, experiences and strengths and preferences.
- This is guided by the Educational Leader while acknowledging various learning styles and implementation of the '8 ways' Aboriginal Pedagogy.
- Children or young people, family and staff ideas and requests, as well as learning stories and reflections will be regularly analysed to ensure critical reflection is applied and use to inform future practice.
- Checklists will be employed to ensure all elements of the curriculum are regularly addressed throughout the program.
- Information about the contents and operation of the educational program for the Service will be displayed.
- The Service has designated a suitably qualified and experienced Educational Leader to guide the development and implementation of the educational program. Several other staff may also support this role through targeted research in areas of Culture, diversity, holistic health and sustainability.
- Documentation, learning stories and reflections will be prepared in a way that is readily understandable by the educators of the service and the parent/ guardian of the child or young person.

Educators and Lead Educators will:

- Reflect on information gathered and programming needs to ensure all outcomes, principles and practices outlined in the National Quality Framework are covered on a regular basis.
- Aim to give all children and young people access to every outcome, principle and practice outlined in the National Quality Framework through diverse experiences and reflective practice.
- Children and young people's exposure to the outcomes, principles and practices will be assessed in reference to the frequency to which the child or young person is in the care of the Service.
- Aim to ensure that the program developed in collaboration with various educators, enhances children and young people's learning and development and is stimulating and engaging.
- Aim to ensure that the developmental needs, interests and experiences of each child or young person are accommodated in the educational program.
- Work to incorporate different learning styles and educational practices to create an inclusive learning environment.
- Collaborate with children and young people to reflect and access their learning enhancing opportunity to grow in agency, leadership and input into future experiences through the cycle of planning.

The Educational Leader will:

- Maintain their name in the Educational records of the Service as Educational leader.
- Support all educators in the implementation and effective reflection of programs to ensure consistent and continuous coverage of the outcomes, principles and practices outlined in the National Quality Framework.
- Work closely with lead educators to supply a program, that is informed by children or young people and family input and exposes all children and young people to a variety of learning experiences and development across all elements of the National curriculum while continuously embedding Indigenous and culturally rich experiences.

Approved provider & Nominated Supervisor will:

- Share the 'Curriculum Development Policy and Procedure' with all employees upon their induction and ensure it is available to staff 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 Educational Program 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.
- '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	• Updated references		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	LAST REVIEW DATE	
	• Updated references • Addition of review table	DEC 2024	
	• Updated legislation and formatting • Addition of cycle of planning	MAR 2025	