

# EDUCATIONAL PROGRAM AND PRACTICE PROCEDURE

Research accentuates that 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.

In school age education and care services, the educational program supports learning through play and leisure. Based on the nationally approved learning framework, My Time, Our Place: Framework for School Age Care (MTOP), the educational program ‘includes all the spontaneous and planned experiences for children at the Service designed to support wellbeing and facilitate learning. It includes all the interactions, experiences, routines and events’ (MTOP, p.42).

This procedure provides detailed steps for educators to follow when documenting and guiding children’s learning and development through planned pedagogical, play experiences in all aspects of the OSHC Educational Program

*Education and Care Services National Law or Regulations (R. 73, 74, 75, 76, 118, 148, 168 and 254) NQS QA 1: Element 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2 and 1.3.3 Programming practices and procedures*  
*Related Policy: Educational Program Policy*

EDUCATIONAL PROGRAM PROCEDURE	
1	The Approved Provider/ Nominated supervisor will ensure an Educational leader has been appointed for the Service who will oversee all aspects of the Educational Program
2	Educators will work with the Educational Leader to ensure the Educational Program is aligned to all or specific MTOP Outcomes, Practices and Principles
3	Educators will work with the Educational Leader to ensure the educational program and Learning Stories are displayed/shared and provision for parent feedback is provided (Newsletter, fact sheet, communication book, daily journal or online)
4	Educators are to receive scheduled non-contact time each week to plan their program, complete observations and evaluations
5	Educators will ensure they observe and document children’s engagement with learning life skills and engagement with learning
6	Educators will document and evaluate children’s wellbeing, development, and learning

7	Educators will ensure the Educational Program will be guided by observations on children that have been reflected on and then extended upon as per the planning cycle outlined in the framework for school age care, "My Time, Our Place". This includes observations, evaluations, documentation, planning, implementation, reflection and parent feedback and suggestions.	
8	Educators will ensure Learning Stories, Observations or Evidence of learning documents are: <ul style="list-style-type: none"> <li>• following a designated plan or journey</li> <li>• evolving based on child response, interests and input</li> <li>• evolving based on family response and input</li> </ul>	
9	Educators will observe and record children's engagement with learning life skills and engagement with learning	
10	Educators will ensure an assessment of children's learning documents each child's developmental needs, interests, experiences, abilities and participation within the Educational program	
11	The learning Outcomes will be linked to the curriculum during and after each child's learning has occurred.	
12	Educators will work together with the Educational Leader to produce an interest based child focused program that is developmentally/ age appropriate. This program will be evaluated and extended upon daily, then critically reflected upon weekly.	
13	Educators will respect the child's rights to choose not to participate at times and provide them with another activity or experience	
14	Educators are to provide children with a range of choice of activities and children are encouraged to be responsible for packing away these activities when they are finished with a particular project. We wish to instil in children a sense of care and respect for their equipment and environment.	
15	Educators will conduct smooth un-regimented transitions between activities and routines. Transitions are to be integrated into the program as learning opportunities	
16	Educators will collaborate with children and ensure they have direct input and that their ideas, interests and curiosity are incorporated into the program	
17	Educators will incorporate routine tasks into the program as a means of furthering children learning self-help and social skills	
18	Educators will ensure children's wellbeing, development and learning within the Educational Program is evaluated and reflected upon continuously by educators	
19	Educators will ensure evidence and documentation of child/children's input, participation within the program, activities and conversations will be submitted to individual portfolios or kept on file	
20	Educators will ensure Portfolios / Digital files will provide an accurate record of each child's learning and development as well as special moments captured during their time spent at the Service	

21	Educators will ensure Portfolios / Digital files will be given to families at the end of the year/term/month to review and discuss.	
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