

EDUCATIONAL PROGRAM POLICY

REED Services aim to provide a supportive learning environment and program, with valued input from children and families. Thoughtfully planned child-led experiences and environments encourage the children to feel a sense of control over their actions, interactions, to explore, be curious and explore their understanding of themselves, others, and the world around them.

PURPOSE

We aim to enhance children's learning and development through positive pedagogical practices that support the five learning outcomes of the Early Years Learning Framework (EYLF, V2.0) and where applicable, My Time Our Place Framework (MTOP, 2.0). Educators will gather and interpret individual information about children to create engaging and meaningful experiences that promote holistic development. We are committed to the EYLF vision, ensuring that all children experience engaging learning that fosters lifelong success.

SCOPE

This policy applies to the Approved Provider, Nominated Supervisors, Educators, Staff, Students, Volunteers, Children and Families.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS (WA)

S.168	Offence relating to required programs	R.118	Educational leader
R.73	Educational programs	R.148	Educational leader
R.74	Documenting of child assessments or evaluations for delivery of educational program	R.168	Education and care service must have policies and procedures
R.75	Information about educational program to be kept available	R.170	Policies and procedures are to be followed
R.76	Information about educational program to be given to parents	R.254	Declared approved learning frameworks

THE APPROVED PROVIDER WILL ENSURE:

REED will meet our obligations under the Education and Care Services National Law and National Regulations. This includes appointing and supporting an educator that possesses the skills, knowledge, and attributes necessary to mentor and collaborate with educators as the Educational Leader, promoting shared responsibility and professional accountability for children's learning, development, and wellbeing.

NOMINATED SUPERVISOR WILL ENSURE:

The Nominated Supervisor will ensure a high-quality educational program based on an approved learning framework, tailored to each child's developmental needs and interests. The program will be evidence-based, support the five learning outcomes, and involve a continuous cycle of observation, planning, assessment, and reflection. Collaboration with educators, children, families, and communities will inform quality practices, including the integration of Aboriginal and Torres Strait Islander perspectives. Educators will work cohesively to provide an inclusive program that celebrates diversity and makes necessary adaptations for the inclusion of all children. Documentation will ensure a child-led program with individual learning profiles, ensuring compliance with relevant regulations.

EDUCATIONAL LEADER WILL:

Coach, mentor and guide educators in the development of a quality educational program that builds on the foundations of children's individual and group learning, ensuring that children's learning and development are guided by the learning outcomes of an approved framework. Collaborate with educators to provide curriculum direction and guidance and support educators to implement the cycle of planning to enhance all programs and practices. Provide a range of training and resources that empower educator's pedagogical practices and oversee the implementation and connection to the REED philosophy. Actively support educators to build reciprocal relationships with families that guides practice and informs individual learning plans.

EDUCATORS AND OTHER STAFF WILL:

Collaborate with the Educational Leader to develop a child-led curriculum that reflects children's strengths, ideas, and interests through purposeful play-based experiences. They will prioritise cultural responsiveness, acknowledging diverse perspectives, including those of Aboriginal and Torres Strait Islander peoples, and use learning outcomes to guide planning and documentation. Educators will respect individual backgrounds, provide structured and unstructured learning opportunities, and encourage children to explore with agency. They will allow uninterrupted time for exploration, support a growth mindset, and teach fundamental movement skills. Educators will leverage teachable moments, promote critical thinking, and foster children's health and wellbeing through daily habits and ongoing encouragement. A balance of indoor and outdoor experiences will promote physical activity and gross motor skill development, incorporating key Australian Government physical activity guidelines. Families will be provided with access to information about their child's participation, and feedback will be incorporated into planning.

FAMILIES WILL:

Contribute to the educational program by sharing insights about their child's interests, strengths, and cultural background, which inform curriculum planning.

USE OF TECHNOLOGY:

Technology use will be linked to learning outcomes, complementing traditional methods like face-to-face interaction and hands-on exploration. Educators will collaborate with children and families to make informed decisions about technology use. Programs and apps will be carefully selected to meet the developmental needs of children and support their social, emotional, cognitive, and creative growth. Technology will enhance the daily program and be used primarily when hands-on experiences are not feasible. Screen time will adhere to recommended limits, with TV and DVD use minimised to 'G' rated content that promotes positive messages. Families will be informed about any programs viewed, ensuring all content is socially and culturally appropriate, and technology will not be used as a behaviour management tool.

RELATED DOCUMENTS

RESOURCES	POLICIES	PROCEDURES
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 Critical Reflection Template All about me form Program Templates	Inclusion Policy Behaviour Guidance Policy Environmental Responsibility Policy Excursion/Incursion Policy Family Communication Policy Photograph and Video Policy Physical Environment Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Supervision Policy Transition to School Policy	Educational Program and Practice Procedure

SOURCE

Australian Children's Education & Care Quality Authority. (2025). *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.](#)

Caplan, L, & Kyretses, S. (2014). *Programming with the early years learning framework*. Cragieburn, Victoria: Curriculum Kids.

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).

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](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED	MODIFICATIONS	NEXT PLANNED REVIEW DATE
August 2025	<ul style="list-style-type: none"> Modification of template Revision of content (succinct and explicit) 	August 2028