

EDUCATIONAL PROGRAM AND PRACTICE

1. Policy statement

Weldon Children's Services is committed to delivering a high-quality educational program that supports children's learning, development, wellbeing, and participation. The educational program is child-centred, responsive, and informed by children's interests, strengths, abilities, and cultural backgrounds.

Educators design and implement programs that promote active learning, play-based exploration, critical thinking, and respectful relationships. Programs are guided by the Early Years Learning Framework (EYLF) v2.0 and the My Time, Our Place Framework (MTOF) where applicable, ensuring learning experiences support children to become confident learners, capable communicators, and active participants in their community.

Educational programs are developed through ongoing observation, documentation, reflection, and collaboration with children, families, and educators, ensuring continuous improvement in teaching practices and learning outcomes.

2. Background

At Weldon Children's Services, our educational program is designed to support the learning, development, and wellbeing of all children, recognising the unique needs of our long day care and OOSH services, while aligning with national standards and pedagogical philosophies.

National Quality Standards (NQS)

Our programs are guided by the National Quality Standard (QA1 – Educational Program and Practice), which emphasises:

- Programs that are stimulating, engaging, and enhance children's learning and development.
- Intentional teaching and reflective practice to continuously improve learning outcomes.
- Child-centred, inclusive, and culturally responsive approaches.
- Partnerships with families and the community to support children's learning and wellbeing.

Compliance with the NQS ensures that Weldon Children's Services maintains high-quality, evidence-based programming and fosters positive outcomes for every child.

Reggio Emilia-Inspired Approach

Weldon Children's Services adopts a Reggio Emilia-inspired approach to education, which informs our teaching philosophy and program design. Key elements include:

- Children as capable, curious learners: Children are recognised as active participants in their learning, with the capacity to explore, problem-solve, and construct knowledge.
- Learning through exploration and documentation: Educators observe, document, and reflect on children's learning to inform ongoing program planning.

- Environment as the third teacher: Spaces are intentionally designed to stimulate exploration, creativity, and collaboration.
- Project-based learning: Learning is often guided by children’s questions, interests, and investigations, integrating real-world experiences.
- Collaborative relationships: Strong partnerships between children, families, educators, and the community are central to enriching learning experiences.

The Reggio Emilia approach complements EYLF and MTOP frameworks, fostering engagement, agency, creativity, and meaningful learning experiences across all service contexts.

Long Day Care – EYLF v2.0

For children attending **long day care**, programs are guided by the Early Years Learning Framework (EYLF v2.0), emphasising:

- Belonging: Supporting children to feel secure and connected.
 - Being: Encouraging exploration, play, and self-expression.
 - Becoming: Supporting learning and development for future skills, confidence, and agency.
- Programs are play-based, child-centred, and holistic, supporting social, emotional, cognitive, and physical development. PERMAH wellbeing principles are embedded through structured learning and extracurricular enrichment opportunities.

OOSH Service – MTOP

For school-age children attending our OOSH service, programs are guided by My Time, Our Place (MTOP), focusing on:

- Children’s agency and self-directed learning
- Holistic development across social, emotional, physical, and cognitive domains
- Community engagement and connectedness

Programs include interest-based experiences, project-based learning, and extra-curricular clubs (sports, homework, garden, community, wellbeing) to support PERMAH wellbeing domains, alongside EYLF and MTOP outcomes.

Shared Approach Across Services

Across both services, Weldon Children’s Services:

- Recognises children as capable, curious, and competent learners.
- Ensures programs are inclusive, culturally responsive, and child-centred.
- Uses observation, documentation, reflection, and intentional teaching to inform planning and continuous improvement.
- Engages families and the community as partners in learning and wellbeing.
- Integrates the PERMAH Wellbeing Model, the Reggio Emilia philosophy, and NQS QA1 standards to deliver programs that are stimulating, meaningful, and developmentally appropriate.

3. Legislative requirements

Law / Regulation / Standard	Section / Regulation	Description
Education and Care Services National Law (NSW)	s.168	Requires services to implement educational programs that promote children's development and learning.
Education and Care Services National Regulations	Reg. 73	Requires an educational program based on an approved learning framework.
Education and Care Services National Regulations	Reg. 74	Requires documentation of children's learning and development.
Education and Care Services National Regulations	Reg. 75	Requires information about the educational program to be available to families.
Education and Care Services National Regulations	Reg. 76	Requires information about the educational program to be displayed.
Education and Care Services National Regulations	Reg. 155	Requires interaction with children that supports learning and development.
National Quality Standard	Quality Area 1	Educational program and practice must be stimulating, engaging and enhance children's learning and development.
Early Years Learning Framework (EYLF v2.0)	Belonging, Being and Becoming	Provides the approved learning framework guiding early childhood education programs.
My Time, Our Place Framework	School Age Care	Guides educational programs for school-age children.

4. Principles informed in this policy:

- Educational programs at Weldon Children's Services are guided by the following principles:
- Child-Centred Learning
- Programs are responsive to children's interests, abilities, strengths, and developmental needs, ensuring each child's learning journey is valued and supported.
- Play-Based Learning
- Play is recognised as the primary context for children's learning, allowing children to explore ideas, develop relationships, and construct knowledge.
- Intentional Teaching
- Educators actively guide learning through purposeful interactions, questioning, and scaffolding, supporting children to extend their thinking and skills.

- Equity, Inclusion and Diversity
- Educational programs respect and celebrate cultural diversity, family values, and individual differences, ensuring all children feel included and respected.
- Partnerships with Families
- Families are recognised as children’s first educators, and their insights contribute to planning, implementing, and evaluating the educational program.
- Reflective Practice
- Educators engage in ongoing reflection and evaluation of their teaching practices to improve learning experiences and outcomes for children.
- Holistic Development
- Programs support children’s social, emotional, physical, cognitive, and language development in a balanced and integrated way.
- Children’s Agency
- Children are encouraged to make choices, express ideas, and contribute to their learning environment, fostering independence and confidence.

5. Key terms

Term	Meaning	Source
Educational Program	A planned and documented program of experiences and learning opportunities that support children’s development and wellbeing.	Education and Care Services National Regulations
Approved Learning Framework	A nationally recognised framework guiding curriculum and learning outcomes for children.	EYLF v2.0
Intentional Teaching	Educators deliberately using strategies to extend children's learning through interactions and experiences.	EYLF v2.0
Play-Based Learning	A context for learning where children actively explore and engage with their environment through play.	EYLF v2.0
Documentation	Records of children’s learning, development, and participation used to inform planning and reflection.	National Regulations
Reflection	The process of reviewing practices and experiences to improve teaching and learning.	EYLF v2.0

6. Links to other policies

The following policies may be linked to this policy:

- Supervision of Children Policy
- Providing a Child Safe Environment Policy
- Positive Behaviour Guidance Policy

- Inclusion and Equity Policy
- Staff Induction and Training Policy
- Risk Management Policy
- Health and Safety Policy
- Excursions Policy

7. Induction and ongoing training

- Induction and ongoing training will be implemented, focusing on this policy and related procedures.
- Information will be shared with relief/ casual and educator assistants on induction and as relevant to the environments that they are working in, their shift responsibilities and the children in their care.
- Procedures and clear expectations about conducting assessments are part of Nominated Supervisor/Responsible Person induction training, and regularly reviewed at staff meetings.

8. Monitoring, evaluation, and review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family’s ability to utilise the service; the fees charged or the way in which fees are collected.

Policy created:	March 2026	
Review Date	Assignee	Notes