

Intereach Children's Services Educational Program and Practice Policy



Applies to	Intereach Family Day Care (FDC) and Intereach Out Of School Hours (OOSH)				
Definitions	Refer to Schedule of Definitions: <i>Children's agency, approved provider, critical reflection, educational leader, educational program, educator, employee, nominated supervisor, pedagogy, and reflective practice.</i>				
Version	3.0	Date approved	23/09/2025	Next review date	23/09/2028

1. Policy Statement

Intereach is committed to delivering quality, play-based, and child-centred educational programs that nurture each child's learning, development, and wellbeing. These programs respect and build upon each child's individual strengths, interests, culture, and abilities, and aim to benefit children, families, and the wider community.

The Educational Leader plays a key role in supporting and improving educator practice through collaboration, reflection, and inspiration.

2. Objectives

2.1. The educational program

The educational program offered by Intereach enhances each child's learning and development and is informed by approved Frameworks:

- Belonging, Being and Becoming: The Early Years Learning Framework Australia;
- My Time, Our Place: Framework for School Aged Care in Australia; and,
- Victoria: Early Years Learning and Development Framework.

Educators Practice is informed by:

- their knowledge about each child and the groups of children within each setting;
- implementing approved learning frameworks to support curriculum decision making to extend and enrich children's learning;
- evidence-informed practices, theoretical perspectives, and service philosophy, recognising children as active participants and decision makers in their learning; and,
- well-planned learning environments to maximise outcomes.

2.2. Educators' role in facilitating children's learning and development.

Educators:

- develop intentional, learning plans that are responsive to children's interest;
- use open-ended questions, interactions and feedback to extend learning;
- support each child's agency, enabling them to make choices and decisions that influence events in their world;
- design environments that support children's decision-making, independence and exploration; and,
- create intentional learning plans responsive to children's interests.

2.3. Planned and reflective program implementation

Educators plan and implement a reflective program:

- apply the Early Years Planning Cycle to:
 - **Observe**- use multiple sources of information to gather and document different aspects of children's learning, development and wellbeing.
 - **Assess**- draw on a range of sources of information to identify children's strengths and capacities and consider these in relation to the learning outcomes.
 - **Plan**- is inspired and informed by analysis of the information collected and their documentation.
 - **Implement** - enact and review their planned learning experiences
 - **Evaluate** - use their assessment of, as and for children's learning to evaluate the implementation of the plans.
- use reflective practice
 - Reflection-in-action by spontaneously engaging in reflective practice as they make decisions in response to what happens throughout the day or session.
 - Reflection-on-action by thinking about experiences after the event, providing an opportunity for deeper reflection.
 - Reflection-for-action that is a proactive way of thinking about future action.
- engage children, parents and families, educators, and the broader community in curriculum decisions;
- advocate for the inclusion and participation of each child, particularly those who are vulnerable; and,
- embed and respect Aboriginal and Torres Strait Islander cultures, identities and connections to community and country.

2.4. Use of Artificial Intelligence (AI)

AI can complement staff and educator's skills; however, AI must always be used in a manner that priorities the safety and wellbeing of children. AI must be used with caution by:

- never sharing personal information about children or others when using AI tools. For example, if using an AI tool to summarise a child's learning experiences, always remove any identifying details before entering them into the tool. Use random initials and birthdates;
- not including images or videos into AI tools;
- checking the AI generated content by an educator to make sure the content is accurate and appropriate;
- being aware that any information added into generative AI tools could become public and consider; and,
- communicating the use of AI with families.

Copilot is the preferred Artificial Intelligence App by Intereach due to its security features on Intereach devices.

3. Responsibilities

In all education and care environments, the Approved Provider, Nominated Supervisor and Educational Leader are responsible for ensuring that programs for all children are based on an approved learning framework and delivered in accordance with that framework.

4. National Quality Framework

Standard / Elements	Concept	Descriptor
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, and 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.
1.3	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.

5. Context	
5.1. Standards or other external requirements	The Early Years Learning Framework for Australia V2.0, Belonging, Being & Becoming (2022) Framework for school age care in Australia V2.0, My Time, Our Place (2022) Victorian Early Years Learning and Development Framework (2016) Australian Children's Education and Care Quality Authority (2017). <i>National Quality Standards</i> Australian Children's Education and Care Quality Authority (2017). <i>Guide to the National Quality Framework</i> Early Childhood Australia (2016). <i>Code of Ethics</i> Child Safe Standards NSW Child Safe Standards VIC
5.2. Legislation or other requirements	Education and Care Services National Regulations consolidated 2017 Education and Care Services National Law Act 2010
5.3. Internal documents	Educational Program and Practice Procedure

Document control			
Version	Date approved	Approved by	Next review date
1.0	12/11/2019	Senior Leadership Governance Group	12/11/2022
1.1	15/03/2021	T. Mercer, Program Manager, Quality (minor change)	12/11/2022
2.0	08/09/2022	Quality Governance Group	08/09/2025
3.0	23/09/2025	K. Hyde – General Manager Operations	23/09/2028