Quality Area 1

Policies and Procedures

Additional Needs Policy

Celebrations Policy

Multi-Cultural Policy

Educational Program Policy

Physical Activity Policy

Technology Policy

ADDITIONAL NEEDS POLICY

Supporting children with additional needs requires Educators to extend upon the strategies they already use in providing quality care for children. It is imperative for Educators to develop a comprehensive understanding of each child's interests and abilities and implement a program and environment that is receptive to their needs and inclusion.

As Out of School Hours Care (OSHC) services offer flexible attendance options, and vacation care options, it is critical that our service work in partnership with families and other professionals to ensure specific consideration and adaptations/adjustments allow children with addition needs access and participation. Our service is committed to take into account children's social and cultural diversity, including learning styles, abilities and disabilities to achieve positive experiences for children in our setting.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
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.

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
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.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS
Interactions with children
Relationships in groups
Access for parents
Education and care service must have policies and procedures
Policies and procedures are to be followed

RELATED LEGISLATION

Disability Discrimination Act 1992

RELATED POLICIES

3

Anti-Bias and Inclusion Policy
Behaviour Management Policy
Code of Conduct Policy
Early Childhood Intervention Practitioner Management Policy
Enrolment Policy
Educational Program Policy
Interaction with Children, Family and Staff Policy
Medical Conditions Policy
Orientation of New Families Policy
Privacy and Confidentiality Policy
Respect for Children Policy

PURPOSE

Our Service understands and meets our obligations under the Disability Discrimination Act (DDA) to support children with disability and be responsive to each child, irrespective of their additional needs and abilities. We aim to provide a supportive and inclusive environment that sanctions each child to fully participate in its education and care at the OSHC Service. Educators will remain encouraging, unprejudiced and supportive, ensuring that all children are treated equally and fairly and have the opportunity to grow and develop to their individual potential.

SCOPE

This policy applies to children, families, staff, educators, approved provider, nominated supervisor and management of the OSHC Service.

DEFINITIONS

According to the Inclusion Support Program Guideline (Australian Department of Education September 2022, there is no national definition of 'additional needs.' This term is used within the policy to describe children who may need or require specific considerations or adaptations to participate fully in our Early Childhood Education and Care service.

Additional needs may include children who:

o have a disability or developmental delay- physical, sensory, intellectual, or autism spectrum disorder

o are presenting with challenging behaviours and/or behavioural or psychological disorders

o have a serious medical or health condition

o are presenting with trauma-related behaviours

Meeting the needs and requirements of children who:

o are Aboriginal or Torres Strait Islanders

- o   are recent arrivals in Australia

- o   are from refugee or humanitarian backgrounds

- o   come from a culturally and linguistically diverse background

- o   live in isolated geographic locations

- o   are experiencing difficult family circumstances or stress

- o   are at risk of abuse or neglect

- o   are experiencing language and communication difficulties

- o   have learning difficulties

- o   are gifted or have special talents

- o   have other extra support needs.

WHAT IS A DISABILITY

Disability is defined broadly in the Disability Discrimination Act (DDA) and does not rely on formal diagnosis of disability. Disability can be visible or non-visible. Disability in relation to the DDA includes: physical; intellectual; psychiatric; sensory; neurological and learning disabilities as well as physical disfigurement.

REASONABLE ADJUSTMENTS

Changes to a policy, practice, procedure, program or environment that enables a person with disability to access and participate in the service on the same basis as others. [ACECQA: The Disability Discrimination Act 2022].

We understand that additional needs may be temporary or permanent with diverse origins, which require different responses. Supporting children with additional needs enables them to have equitable access to resources and participation. This can lead to stronger skills in literacy and numeracy, social and emotional development and understanding of diversity. Strategies for supporting children with additional needs can differ significantly, because every child is unique.

IMPLEMENTATION

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- •   we meet our obligations under the *Disability Discrimination Act 1992* (DDA)

- •   all staff understand and comply with the (DDA) including making reasonable adjustments to the program, practices and environment in collaboration with families and children

- •   support is provided to educators to make reasonable adjustments to support children with disability access and participate in the Service

5

- completed enrolment forms are used to gather information about children's additional needs and supports that may be required
- equitable access is provided to support children with additional needs
- communication with families is consistent and supportive
- develop effective relationships with school leaders and the OSHC service to support the child
- they have a thorough understanding of the NDIS plan for each child (if applicable) and assist to help achieve goals and build skills and independence
- they contact their local Inclusion Agency to access information and support about the Inclusion Support Program (see: Inclusion Development Fund Manager (IDFM) for your state/territory organisation)
- they develop a *Strategic Inclusion Plan* and *Individual Support Plans* in collaboration with the Inclusion Agency (IA) which will identify any barriers preventing a child's inclusion and implement strategies for improvement
- they seek assistance, training, and where possible, financial funding from inclusive support agencies to promote the development of skills in children with identified additional needs
- educators are meeting the needs of each individual child, by providing educators with targeted professional development and opportunities to network with professional agencies
- they access the Inclusion Support Portal (IS Portal) through PRODA
- parents/guardians provide written consent for information about their child to be shared with relevant IA, IDFM and the Department if accessing support under the Inclusion Support Program
- families are encouraged to meet with the educators who will be working with the child to ensure an understanding of the child's needs, appropriate methods for communication, and to ascertain that suitable resources and support is provided to both the family and the child
- the OSHC Service works in partnership with allied health professionals and families to verify the educational program and learning environment is inclusive for each child with additional needs, including children and families from culturally diverse backgrounds
- specific plans and programs provided by external resource providers and professionals for children with additional needs are shared with educators and copies filed in the child's individual record
- children are encouraged to feel safe and secure during their education and care at the OSHC Service by developing trusting relationships with educators, other children, and the community
- inclusive strategies and practices are embedded in the delivery of quality education and care
- the privacy and confidentiality for children and families is maintained

- the indoor and outdoor environment and equipment is designed or adapted/adjusted to ensure access and participation for all children, supporting the inclusion of children with additional needs. This may include the use of:
  - portable ramps
  - use of standing frames and support swings
  - specialised furniture such as chairs, tables and positioning equipment
  - communication charts and Auslan dictionaries
  - resources and books in languages other than English to support Indigenous children and children from linguistically diverse backgrounds
- the program and curriculum are inclusive and meet the individual needs of children with additional needs, disability or developmental delay
- children's sensory sensitivities to pressure, texture, smell, noise, or colour are considered within the environment.

EDUCATORS WILL:

- treat children equally and fairly and with respect
- create an inclusive program and environment, which is adaptable and supportive of all children
- advocate for children's rights
- conduct specific observations on the individual child, outlining their interests, strengths, and developmental needs to support programming including open ended learning opportunities
- meet with families of children with additional needs to familiarise themselves with the specific communication needs of each child. Communication could include verbal and non-verbal communication skills and cues and may necessitate the use of systems such as sign language, the use of images, and/or learning key words in the child's home language
- establish a means for frequent communication with parents of children with additional needs through a communication book, verbal daily information exchanges, and/or formal and informal meetings.
- work with all families to meet children's developmental needs in order to build strengths and capabilities
- develop an Inclusion Support Plan (ISP) in collaboration with health professionals and parents of the child and keep a copy in the child's individual record
- liaise with school counsellor and other key personnel at the school to ensure consistent strategies are implemented for the child at OSHC Service

- create a flexible environment, which can be adapted to each child's needs within the OSHC Service to support the inclusion of children with additional needs
- implement programming experiences and activities, that are inclusive for all children to access, explore and participate.
- listen carefully to all children's concerns and discuss issues of inclusion and exclusion, and fair and unfair behaviour.
- act as role models by displaying appropriate behaviour and language, being consistently aware of and responsive to children who may require additional support, attention, or assistance.
- discuss a wide range of emotions, thoughts, and views constructively with the children within a supportive environment
- not judge or compare one child's development with another
- talk to children about differences and acceptance.
- provide opportunities for all children to play and learn together, promoting cooperative, caring, and social behaviours.

INCLUSION SUPPORT PROGRAM (ISP):

To assist in the provision of an inclusive environment for children with additional needs, our OSHC Service may apply for additional support through the Inclusion Support Program (ISP) if the eligibility requirements are met.

The Nominated Supervisors and Educators will refer to the Inclusion Support Guidelines and consult with families to submit an application. Applications would need to be submitted for the different types of care the child accesses through our Service (care during school terms and vacation care).

The objectives of the Inclusion Support Program include:

- supporting Out of School Hours Services increase their capacity and capability to provide quality inclusive practices for all children
- to address access and participation barriers
- support the inclusion of children with additional needs

(See: Guide to Strategic Inclusion Plan)

HIGH POTENTIAL AND GIFTED CHILDREN

Our OSHC Service will collaborate with families to support the needs of high potential and gifted children. We will:

- respect the uniqueness of each child

- acknowledge the characteristics of high potential and gifted children

- be sensitive to the social-emotional needs of gifted children and assist them to feel a sense of belonging

- develop our capacity to cater for the needs of gifted children through professional development

- support children's transition to school

- assist educators cater for gifted children who also have a disability- 'Twice Exceptional' children

FAMILES WILL:

- work collaboratively with our OSHC Service

- share information about their child's specific needs- their interests, things they do well, strategies that are used at home to support their child, identify routines or situations that may cause physical or emotional challenges

- provide accurate information about their child's additional needs including relevant reports, documentation, NDIS plans, details about support services and other allied professionals

- provide written consent for information about their child to be shared on the IS Portal if accessing support under the Inclusion Support Program

- help to identify possible barriers for inclusion and any adjustments that may be required

- consent to our OSHC Service accessing external professional support if required to assist educators manage the diagnosed, or undiagnosed additional needs of their child

- collaborate with external professional support agencies and educators to implement plans to support inclusion

- adhere to our policies that should the safety of other children and staff be compromised enrolment may be suspended or terminated.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Additional Needs Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Guide to Strategic Inclusion Plan

SOURCE

Australian Children's Education & Care Quality Authority. (2014).
Australian Children's Education & Care Quality Authority. (2022). Disability Discrimination Act 1992 (DDA) resources.

Australian Government Department of Education (2022). *My Time, Our Place- Framework for School Age Care in Australia.V2.0*

Australian Government Department of Education (2014) *Continuity of Learning: A resource to support effective transition to school and school aged care.*

Australian Government Department of Education. (2022) Inclusion Support Program (ISP) Guidelines. *Version 2.4 September 2022.*

Catholic Education Office Melbourne (2013) *Gifted and Talented Students A Resource Guide for Teachers in Victorian Catholic Schools*

Early Childhood Australia Code of Ethics. (2016).

Early Childhood Australia (ECA), & Early Childhood Intervention Australia (ECIA). (2012). Position statement on the inclusion of children with disability in early childhood education and care.

Early Childhood Intervention Australia *National Guidelines for Best Practice in Early Childhood Intervention*
Education and Care Services National Law Act 2010*. (Amended 2018).*

Education and Care Services National Regulations. (2011).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework. (2017). (Amended ~~2020~~ 2023).

New South Wales Department of Education *High Potential and Gifted Education Policy* (2019)

Raising Children *Supporting gifted and talented learning* https://raisingchildren.net.au/preschoolers/play-learning/gifted-talented-children/supporting-learning

Revised National Quality Standard. (2018).

Western Australian Education and Care Services National Regulations

REVIEW

POLICY REVIEWED BY	SARAH DUFFY	DIRECTOR	MARCH 2024
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE	MARCH 2025
VERSION NUMBER	V8.04.23		
MODIFICATIONS	- annual policy maintenance - inclusion of Disability Discrimination Act (1992) referencing/recommendations for compliance - additional definitions added- disability/reasonable adjustments - minor formatting edits within text - hyperlinks checked and repaired as required - Continuous Improvement/Reflection section added - Childcare Centre Desktop Resources section added - MTOP V.20 updated in sources - link to Western Australian Education and Care Services National Regulations added in 'Sources'		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
APRIL 2022	- policy maintenance - no major changes to policy - minor formatting edits within text - hyperlinks checked and repaired as required		APRIL 2023

CELEBRATIONS POLICY

Rituals and traditions strengthen our partnership with children, families and community bringing a sense of belonging to our Out of School Hours Service (OSHC). We believe that celebrations and cultural traditions need to be handled sensitively. The value in educating children, families and Educators is fundamental to our inclusive program. Both the planning and preparation, and the events themselves, can be a satisfying and pleasurable experience. In school age care, relationships are crucial to a sense of belonging.

'From before birth, children are connected to family, communities, culture and place. Their earliest learning, development and learning takes place through these relationships, particularly with families, who are children and young people's first and most influential educators. As children transition to school, their social worlds expand to include a wider range of relationships particularly with other children and young people of multiple age groups.' (MTOP, 2023, p. 6).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
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.

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

77	Health, hygiene and safe food practices
78	Food and beverages
90	Medical conditions policy
155	Interactions with children
162	Health information to be kept in enrolment record
170	Policies and procedures to be followed
171	Policies and procedures to be kept available

RELATED POLICIES

Anaphylaxis Management Policy Dental Health Policy Diabetes Management Policy Enrolment Policy	Family Communication Policy Multicultural Policy Nutrition Food Safety Policy Professional Development Policy Student, Volunteer and Visitor's Policy

PURPOSE

Incorporating celebrations into children's services appropriately, can be used to strengthen the partnership with children and families, creating a feeling of belonging and developing a sense of community amongst families, Educators and children.

Celebrations provide an opportunity for children to develop respect for diverse values and beliefs as they learn about practices, which are different to their own. To ensure we are providing an inclusive program and environment, it is imperative to recognise the array of celebrations, both religious and worldly, that take place throughout the year in our community and to have an understanding of, and respect for, cultural diversity in our services.

SCOPE

This policy applies to children, families, staff, the approved provider, nominated supervisor, educators, students, volunteers and visitors of the OSHC Service.

IMPLEMENTATION

Under the *Education and Care Services National Regulations*, an approved provider must ensure policies and procedures are in place to provide a child safe environment. When providing opportunities for children to celebrate special occasions incorporating food or beverages, consideration must be made to

ensure children with medical conditions that can be impacted by food are clearly identified and risk minimisation plans are in place and educators and staff implement these plans.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL ENSURE:

- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- families are aware of this *Celebrations Policy*
- they value rituals and routines and prioritise nurturing relationships through culturally safe and responsive interactions (MYOP, 2023, p.14).
- they recognise and value the diversity unique capacities and capabilities of children and young people and affirm different ways of knowing, being and doing (MTOP, 2023, p.15).
- cultural responsiveness is evident in everyday practice as educators respect multiple cultural ways of knowing, doing and being as they celebrate the benefits of diversity
- cultural celebrations that are significant to our families and relevant to our broader community are implemented within the service.
- religious celebrations such as Christmas and Easter are recognised within the Service and reflected in our programs
- families are aware of the *Celebration Policy* during their orientation process and kept updated throughout the year via centre correspondence
- sensitivity to issues such as family composition is respected (e.g.: Mother's & Father's Day)
- families' beliefs about celebrating birthdays are respected within the Service
- Families discuss cake options with the nominated supervisor prior to the celebration.
- parents provide ingredients of any cakes brought to the service (if store bought, the 'use by' date must be clearly labelled)
- Families are reminded that we are 'Allergy Aware' service and foods that cannot be brought into the OSHC Service are clearly identified.

- Educators are aware and make alternate arrangements if families would prefer that their child does NOT participate in such celebrations.
- If this is the case we will respect the rights and feelings of this child and will provide an alternative experience for them to participate in so that they do not feel that they are being left out.
- Families are encouraged to be involved in the preparation and/or the celebration in the Service.
- Educators remain current with the professional knowledge and skills that support planning for and engaging in culturally inclusive practice.

- they liaise and collaborate with our local Aboriginal educational consultative group to provide advice on relevant cultural celebrations and correct protocols to be followed (e.g. NADIOC Week, Sorry Day, National Reconciliation Week)
- Advance planning is adhered to if food or drink is provided for children at the Service. Additionally, all parents must be advised prior to the celebration. This allows for any feedback / concerns from parents which can then be taken into account as part of the normal planning involved in such activities.
- safety issues are taken into account prior to the implementation of celebratory experiences and risk assessments completed to identify, manage and minimise the risk of harm to children
- all requirements in our *Nutritional Food Safety Policy* are adhered to when planning for celebrations
- Professional Development is considered as a tool to assist to expand educator's knowledge of cultural awareness and cultural celebrations

EDUCATORS WILL:

- seek written approval from the Nominated Supervisor prior to any celebrations where food is provided to children
- identify any children with medical conditions that may be impacted by particular foods and if required complete risk minimisations plans/risk assessments to ensure children's safety
- ensure food handling training has been completed
- be aware of cultural tokenism and stereotyping
- encourage and support family members to be involved in sharing their customs and celebrations with our Service
- ensure sensitivity to issues such as family composition is respected (e.g.: Mother's & Father's Day)
- ensure children and young people have the agency to make choices about the celebrations they would like to participate in, engaging and collaborating with families to give advice on traditions, ceremonies, lore and culture
- ensure that children and young people have the resources and time necessary to be able to celebrate effectively
- ensure that families who do not wish to be involved in celebrations have an option to not participate
- balance family values about receiving gifts and products from their children and educator's values about avoiding product-based activities by developing creative and meaningful gifts for families
- notify the community about the celebration e.g., requesting consent for taking photos to display on the Service notice board or displaying children's artwork and drawings about the celebration

- provide opportunities for children and young people to participate in 'open-ended' celebration activities
- celebrate traditions and customs relevant to children and community
- ensure that the same amount of time and energy is dedicated to ALL celebrations
- invite educators and families to share their own personal experiences of celebrations
- ensure resources such as storybooks, images, and music are reflective of contemporary celebrations to which children and young people can relate
- be respectful of all religions and cultural backgrounds
- participate in professional development to raise cultural awareness around cultural celebrations.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Celebrations Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2014).
Australia Children's Education & Care Quality Authority. (2023). *Guide to the National Quality Framework.*
Australian Government Department of Education. *My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022*
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).
National Health and Medical Research Council. (2013). 5th *Staying healthy: Preventing infectious diseases in early childhood education and care services.*
Revised National Quality Standard. (2018).
Western Australian Education and Care Services National Regulations

REVIEW

POLICY REVIEWED BY	SARAH DUFFY	DIRECTOR	MARCH 24
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE	MARCH 2025
VERSION NUMBER	V10.11.23		
MODIFICATIONS	- policy maintenance - updated reference to MTOP, V2.0, 2023 - hyperlinks checked and repaired as required - additional information added re: food safety requirements		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

NOVEMBER 2022	• policy maintenance - no major changes to policy • hyperlinks checked and repaired as required • minor formatting edits within text • continuous improvement/reflection section added • link to Western Australian Education and Care Services National Regulations added in 'Sources'	NOVEMBER 2023
NOVEMBER 2021	• Addition of related Education and Care National Regulations • additional related polices • reference to risk minimisation plans for medical conditions • sources checked for currency	NOVEMBER 2022

MULTI-CULTURAL POLICY

Australia is an increasingly multi-cultural society and as we recognise more cultural and ethnic diversity, it is imperative we lead children in recognising and respecting similarities and differences in cultures. The cultural beliefs, linguistic and religious diversity represented within our Out of School Hours Care Service (OSHC) and wider community helps to form the foundation of the program being implemented to ensure we are promoting an inclusive environment for all children.

There were never in the world two opinions alike, any more than two hairs or two grains. Their most universal quality is diversity.

Michel De Montaigne, 1533–1592

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
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.

16

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.
1.2.2	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.

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
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.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIP WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.

6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community engagement	The service builds relationships and engages with its community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed

RELATED POLICIES

Additional Needs Policy Anti-Bias and Inclusion Policy Celebrations Policy Educational Programming Policy English as an Additional Language or Dialect (EAL/D) Policy	Family Communication Policy Interaction with Children, Family and Staff Policy Orientation of Families Policy Physical Environment Policy Respect for Children Policy

PURPOSE

To develop affirmative attitudes, concepts, and beliefs towards the acceptance of diversity and different cultures. Respect for diversity is a key element of quality care. Recognising, understanding and respecting cultural practices and beliefs are essential for the development of identity and self-esteem. Our cultural diversity in Australia is one of our greatest strengths and part of our national identity. Facilitating a sense of identity is a key outcome from *My Time, Our Place* Framework for School Age Care in Australia.

SCOPE

This policy applies to children, families, staff, educators, approved provider, nominated supervisor and management of the OSHC Service.

IMPLEMENTATION

Our Service values and celebrates multicultural diversity by building respectful partnerships with families and local communities. We promote and embrace cultural and linguistic differences and provide an inclusive and equitable environment for children to develop their sense of belonging and enhance their learning and well-being.

THE APPROVED PROVIDER/ MANAGEMENT/NOMINATED SUPERVISOR/RESPONSIBLE PERSON WILL ENSURE:

- equitable access to the Service is provided to children and families from all cultural and linguistic backgrounds
- all children and families are respected and treated equally and fairly at all times
- the Service communicates, engages and consults with our culturally diverse communities
- a sense of inclusion for all families is embraced within the Service
- specific programming and cultural awareness activities and experiences, identifying similarities and differences and learning about a variety of cultural celebrations
- inclusive teaching practices recognise and respect the cultural, linguistic and religious backgrounds of all children
- use picture books for intercultural understanding
- all staff follow protocols for teaching Aboriginal and Torres Strait Islander culture and language
- the service builds and maintains cultural resources to appropriately reflect cultures within the service and community
- children, families, and staff respect and value others, including those who are different from themselves
- children, staff, and families' cultural backgrounds are reflected in developing routines and programs consistent with best practice and that foster positive outcomes for all stakeholders.
- positive community relations are promoted and methods of communication with families are translated into home languages as required
- the capacity of staff to meet the specific learning and wellbeing needs of children from culturally diverse backgrounds is met through professional learning opportunities for educators

19

- the unique cultural and social perspectives of each family is acknowledged and celebrated
- all children and families are welcomed and respected regardless of race, culture, colour of skin, socio-economic status, ability, family composition, belief systems or lifestyles
- positive attitudes are role-modelled towards differences in appearance, culture, and lifestyle.
- all staff follow the principles of the Early Childhood Australia Code of Ethics.

WHEN WORKING WITH CHILDREN AND FAMILIES, EDUCATORS WILL:

- create and maintain an inclusive environment that enhances children's development, self-worth and dignity
- act in the best interests of all children at all times
- engage parents and families in planning cultural days, events or celebrations
- seek to protect the integrity of Aboriginal and Torres Strait Islander cultural expressions and language
- encourage children to respect and value others, including those who are different from themselves.
- ensure children do not exclude others on the basis of differences such as race, sex, or ability.
- work to ensure that the self-identity of each child is valued and respected
- encourage children to explore and accept diversity
- challenge bias and stereotypes
- address bias or comments about difference and treat as an opportunity to increase children's understandings
- model inclusive practices
- use unbiased language: Avoid racist, sexist, discriminatory, and/or stereotyped remarks or comments
- ensure own interactions are caring and responsive to all children in the OSHC service
- demonstrate respect for all children and families.
- ensure displays, posters, children's books, and other materials are monitored to ensure they are culturally inclusive
- be sensitive and respectful to specific cultural behaviour or dress, which may be different to their own.
- ensure each child's current knowledge, ideas, culture, abilities, and interests are consistently, actively and appropriately incorporated into all aspects of the program
- develop deep understanding in the culture and language of the OSHC Service families and in that of the broader community, without compromising their cultural identities.

RESOURCES

20

Aboriginal Early Childhood Cultural Protocols

NSW Department of Education Learning and Teaching Using picture books for intercultural understanding. Learning across the curriculum

Reconciliation Australia- Reconciliation Action Plans (RAP)

Victorian Aboriginal Education Association Inc. Early Years Unit

Walking Together

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Multicultural Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCE

Australian Children's Education & Care Quality Authority. (2014).

Australian Government Department of Education V2. 2022) *My Time, Our Place- Framework for School Age Care in Australia*

Australian Government. Department of Home Affairs. (2019) Harmony Day https://www.harmony.gov.au/about

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2018).

Education and Care Services National Regulations. (2011).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework. (2017). (amended 2020).

Lady Gowrie NSW: https://www.gowriensw.com.au/

NSW Government. Department of Education. Aboriginal Children's Early Childhood Education Strategy 2021-2025

Reconciliation Australia, Narragunnawali: Reconciliation in Education, (2019). https://www.narragunnawali.org.au/about

Revised National Quality Standard. (2018).

Scarlet, R. R. (Ed.). (2016). *The anti-bias approach in early childhood* (3rd ed.). Australia: Multiverse.

Western Australian Education and Care Services National Regulations

REVIEW

POLICY REVIEWED BY	SARAH DUFFY	DIRECTOR	MARCH 24
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE	MARCH 2025
VERSION NUMBER	V10.03.23		
MODIFICATIONS	• policy maintenance • hyperlinks checked and repaired as required • minor formatting edits within text		

	• continuous improvement/reflection section added • Childcare Centre Desktop Related resources section added • link to Western Australian Education and Care Services National Regulations added in 'Sources'	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
MARCH 2022	• policy reviewed as part of annual review cycle • links to resources checked • sources checked	MARCH 2023
MARCH 2021	• minor edits as highlighted • additional resource added- picture books • sources checked for currency	MARCH 2022

EDUCATIONAL PROGRAM POLICY

Research accentuates that high quality programs significantly influences children and young people's growth and development. We have the opportunity to construct a supportive learning environment and program, with inspirations from the children, young people and families. This contribution can encourage children to feel a sense of control over their actions, interactions, to explore, be curious and test out their understanding of themselves others and the world around them.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
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.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.2.2	Educational leadership	The educational leader is supported and leads the development of the educational program and assessment and planning cycle

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec.168	Offence relating to required programs

73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about educational program to be kept available
76	Information about educational program to be given to parents
118	Educational leader
148	Educational leader
168	Education and care services must have policies and procedures
170	Policies and procedures are to be followed
325B	South Australia - Programs for children over preschool age

RELATED POLICIES

Additional Needs Policy Behaviour Guidance Policy Celebrations Policy Code of Conduct Policy Cyber Safety Policy English as an Additional Language or Dialect (EAL/D) Policy Excursion Policy	Family Communication Policy Interactions with Children, Family and Staff Policy Multi-Cultural Policy Photograph Policy Physical Activity Policy Privacy and Confidentiality Policy Professional Development Policy Respect for Children Policy Supervision Policy

PURPOSE

School age education and care programs are acknowledged in the National Quality Framework (NQF) as distinct from early childhood programs. Programs in school age education and care supplement children's formal schooling. The program supports each child and young person's continuity of learning by providing opportunities for active learning, social development and wellbeing and recreational or leisure activities. (ACECQA, 2023).

SCOPE

This policy applies to children, families, staff Approved Provider, Nominated Supervisor, students, volunteers, visitors and management of the Service.

IMPLEMENTATION

Under the Education and Care Services National Law and National Regulations, approved Out of School Hours Care (OSHC) services are required to base their educational program on an approved learning

framework. The national approved learning framework which outlines practices that support and promote children's learning is [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)

In school age education and care services, "*the program has different formats depending on whether it is wrapping around the school day or vacation periods. The program is a group of experiences that underpin the achievement of the Outcomes*". (MTOP, V2. p.68). Planning for learning is a continuous cycle that involves: planning, implementation, critical reflection, assessment and evaluation.

THE APPROVED PROVIDER WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- the education leader selected is supported to lead the development, implementation and review of the educational program and assessment and planning cycle within the OSHC Service
- the educational leader has the skills, knowledge and attributes to mentor and work collaboratively with educators, fostering a shared responsibility and professional accountability of children and young people's learning, development and wellbeing
- to support educator's understanding of educational programming and practices for school aged children
- the staff record includes the name of the person designated as the educational leader
- the educational leader accepts the position of *Educational Leader* in writing (Reg. 118)
- evidence about the development of the educational program for a child over preschool age is documented
- documentation and individual child assessments are collected for **children preschool age or under** who attend OSHC service aligned with the EYLF or relevant approved learning framework.

THE NOMINATED SUPERVISOR/EDUCATIONAL LEADER WILL:

- implement the Assessment and Planning Cycle that takes into account the unique nature of school age care as the '*ongoing process… to design programs that enhance and extend each child's learning and development*' (MTOP. V2.0, p.131)
- base the educational program on an approved learning framework and deliver the program in accordance with the framework (outcomes, practices and principles)
- ensure the program is evidence based, age-appropriate and supports and extends the developmental needs, interests and experiences of each child
- ensure the program contributes to the five learning outcomes for each child

- collaborate with educators to ensure they plan experiences and activities based on individual and group goals that maximise opportunities to extend emerging strengths, abilities and interests for each child and young person
- ensure all educators work as a team in preparing and/or implementing the curriculum based on the Service's philosophy
- gather information from families upon enrolment regarding the child's needs, interest and family backgrounds
- document family input with the educational program to strengthen connections and partnerships
- ensure all children and young people have the access to a quality and inclusive educational program that celebrates and makes visible children's diversity (EYLF, V2.0)
- ensure the program is inclusive of all children and young people
- be consistently aware of and responsive to children and young people who may require additional support, assistance or attention, noticing and listening carefully to children's concerns and discussing diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour
- develop collaborative relationships with families to achieve quality outcomes for all children and young people
- display cultural responsiveness by learning about multiple perspectives and diversity such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual's diversity
- ensure the educational program is displayed in a place that is accessible to families
- ensure information regarding the content and operation of the education program is provided to families if requested (Reg. 76)
- provide information regarding the child or young person's participation within the program when requested by families (Reg. 76)
- ensure a copy of the program is available at all times (Reg. 75)
- ensure documentation related to the development of the education program are recorded (Reg. 74)
- consider the period of time a child or young person is being educated and cared for by the service when preparing documentation

EDUCATORS WILL:

- collaborate with children and young people to influence the development of the program in response to their own strengths, ideas, abilities and interests

- plan a contextual program that actively promotes or initiates the investigation of ideas, complex concepts and thinking, reasoning and hypothesizing the supports in learning, development and wellbeing of each child and young person
- use the learning outcomes to guide the planning for children and young people's learning
- provide play and leisure opportunities that are meaningful to children and support their wellbeing, learning and development
- assess and analyse play, leisure, learning and participation in a variety of ways
- document children's wellbeing and learning, utilising contemporary theories and research concerning children's play, leisure, and learning, and make this visible to children, educators and families
- include children and young people in the assessment process by encouraging them to select strategies to document their own learning
- ensure each child and young person is acknowledged for their uniqueness in a positive way
- provide unstructured experiences that take into account that school age children have had a structured and busy day at school
- ensure the curriculum reflects diversity and reflects the values and beliefs of children and families
- take responsibility to be culturally responsive
- provide experiences that actively promote and initiate the investigation of ideas, exploration, prediction, and hypothesizing
- support the development of dispositions such as confidence, curiosity, persistence, imagination, and creativity
- be intentional in the roles they take in children's play and leisure and the way they intentionally plan the environment and curriculum experiences
- make use of spontaneous 'teachable moments' to extend learning
- further extend critical thinking skills and problem-solving skills through provocations
- plan realistic curriculum goals for children considering the period of time the child is being educated and cared for by the service
- ensure documentation and evaluations are readily understood by parents

The program will provide a variety of developmentally appropriate experiences and materials that are selected to achieve the following goals:
- Foster positive self-concept
- Foster high-level thinking skills
- Develop social skills
- Encourage children and young people to reason, question and experiment

- Support language development

- Enhance physical development and skills

- Foster independence and initiative

- Encourage and demonstrate sound health, safety and nutritional practices

- Encourage creative expression

- Respect cultural diversity of staff, children and young people

- Respect gender diversity

- Develop understandings of environmental, social and economic sustainability

DOCUMENTATION REQUIREMENTS

From July 1 2023 services that educate and care for school age children in SA, TAS, VIC, NT, NSW and QLD are not required to keep documentation of individual evaluations of school age children.

Decisions will be made about how much to document is based on our unique context, the age of children attending, attendance patterns and how the documentation is used by educators and families.

Documentation will demonstrate children and young people:

- Showing themselves as active participants and decision makers

- Engaged in their skills, development and programs

- Providing feedback that has resulted in a decision to continue or extend on an aspect of the program

- Providing work samples such as drawings, reflections, or photographs of their thoughts and ideas about the program and their learnings.

Documentation will also demonstrate educator's reflections on their own practice and interpreting the feelings, thoughts and ideas of children families and colleagues.

Services must ensure that evidence about the development of the program is documented.

Documentation will provide evidence about the development and reflection of the program.

EXAMPLES OF DOCUMENTATION USED BY EDUCATORS MAY INCLUDE:

- Learning stories or narratives

- photographs with captions

- observations or reviews

- journals

- mind maps and surveys

PHYSICAL ACTIVITY

Our *Physical Activity Policy* provides further details to support school age children's physical activity and development of their gross and fine motor skills through a range of spontaneous and intentionally planned active play experiences that are both child initiated and educator led.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Assessment and Planning Cycle Guide and Procedure Educational Program and Practice Procedure	Assessment and Planning Cycle Audit Management Programming Audit Observation Record

CONTINUOUS IMPROVEMENT/REFLECTION

The *Educational Program Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Authority (2023) *Documenting Programs for School Age Services*
Australian Children's Education & Care Quality Authority. (2023). *Guide to the National Quality Framework.*
Australian Government Department of Education (2022). *My Time, Our Place- Framework for School Age Care in Australia.V2.0*
Australian Government Department of Education (2022). Information sheet- My Time, Our Place. Cultural Responsiveness
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).
NSW Government. Department of Health. Eat Smart Play Smart. A manual for out of school hours care. (2016)
Western Australian Education and Care Services National Regulations

REVIEW

POLICY REVIEWED BY	SARAH DUFFY		DIRECTOR		MARCH 24
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE		MARCH 2025	
VERSION NUMBER	V10.01.24				
MODIFICATIONS	JANUARY • annual policy maintenance • addition inclusions re: MTOP V2.0 • sources updated as required JUNE • major edits in policy to align with principles, practices and outcomes of MTOP V2.0				

	• updated policy to align with regulation changes re: documentation requirements effective 1 July 2023 • removed Physical Activity section- covered in *Physical Activity Policy* • sources updated	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JANUARY 2023	• Update of Department name from Department of Education, Skills, and Employment to Department of Education • additional regulation information included (Reg. 74, 75, 76, 118) • annual policy maintenance • minor formatting edits within text • hyperlinks checked and repaired as required • continuous improvement/reflection section added • Childcare Centre Desktop Related resources section added • link to Western Australian Education and Care Services National Regulations added in 'Sources'	JANUARY 2024
JANUARY 2022	• additional related policies added (edited change of name for some policies) • additional information related to cultural competence • collaboration with families and children added • new section on Physical Activity added	JANUARY 2023

PHYSICAL ACTIVITY POLICY

Physical activity is vital for young children's health, wellbeing and development and lays the foundation for a healthy active life. All children and young people benefit from a mix of physical activity, inactivity and sleep. Our Out of School Hours Care (OSHC) Service recognises the important role educators and staff have in promoting children's physical activity in appropriate ways ensuring children's comfort and wellbeing requirements are being met. We are committed to supporting the *Australian 24-Hour Movement Guidelines for children and young people (5 to 17 years)- An Integration of Physical Activity, Sedentary Behaviour* into our curriculum.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE

1.1	Program	The educational program enhances each child's learning and development.
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.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.2	Upkeep	Furniture and equipment are safe, clean and well maintained.
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 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.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
73	Educational Program
76	Information about educational program to be given to parents
86	Notification to parents of incident, injury, trauma and illness
103	Premises, furniture and equipment to be safe, clean and in good repair
113	Outdoor space—natural environment

115	Premises designed to facilitate supervision
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures

RELATED POLICIES

Additional Needs Policy	Physical Environment Policy
Adventurous (Risky and Nature) Play Policy	Privacy and Confidentiality Policy
Child Safe Environment Policy	Professional Development Policy
Code of Conduct Policy	Respect for Children Policy
Educational Program Policy	Sun Safety Policy
Family Communication Policy	Supervision Policy
Incident, Injury, Trauma and Illness Policy	Technology Policy

PURPOSE

Our Out of School Hours Care (OSHC) Service aims to promote children's physical activity and development of their gross and fine motor skills through a range of spontaneous and intentionally planned active play experiences that are both child initiated and educator led. We aim to form respectful partnerships with families and help them gain a deeper understanding of the benefits of physical activity and wellbeing for children.

SCOPE

This policy applies to children, educators, Approved Provider, Nominated Supervisor, families, staff, management, students, volunteers and visitors of the OSHC Service.

IMPLEMENTATION

To promote healthy growth and development, young children should participate in a range of developmentally appropriate, enjoyable and safe play-based and structured physical activities in a variety of environments, both independently as well as interacting with adults and other children. Developing fundamental and tactical movement skills provides children with the opportunity to acquire and master a range of movement skills and dispositions to participate in a lifetime of physical activity as confident, competent and creative movers.

Our OSHC Service will ensure key physical activity messages within the *Eat Smart Play Smart* program for OOSH are embedded in the daily program supporting the 24-hour movement guidelines for children and young people (5-17 years)

PHYSICAL ACTIVITY

OSHC Services need to support planned physical activity and child initiated free play.

'Being physically active is good for children's health, as well as being a great way for them to make friends and develop physical and social skills. Physical activity strengthens children's bones, muscles, hearts and lungs and improves children's coordination, balance, posture and flexibility.' Eat Smart, Play Smart (2020).

THE APPROVED PROVIDER/ MANAGEMENT/ NOMINATED SUPERVISOR/ RESPONSIBLE PERSON WILL:

- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- ensure families are aware of this *Physical Activity Policy*
- ensure risk assessments are conducted to identify potential hazards, assess the risks and minimise any risks that could potentially cause harm or injury to children
- ensure children are adequately supervised at all times
- ensure all educators and staff adhere to the *Sun Safety Policy*
- ensure playground surfaces and equipment meet Australian Standards and guidelines
- encourage educators to engage in critical reflection as a team and with the children about the risks and benefits of new activities or processes
- provide opportunities for educators to engage in professional development about children's health and physical wellbeing, including the *Australian 24-Hour Movement Guidelines* and *Eat Smart, Play Smart* training
- reflect on our OSHC Service's physical environment, layout and design to ensure it is supporting children's active play, sedentary play and sleep and rest time
- consider the ways moveable and fixed equipment are utilised in the outdoor physical environment to encourage physical activity and adventurous (risky) play
- communicate regularly with families about cultural practices for physical activity and sleep requirements
- liaise with local Aboriginal and Torres Strait Islander communities to seek advice about traditional children's games and dances that would be appropriate for use in the service

- ensure equitable access is provided to support children with additional needs. Consult with other health professional including the local Inclusion Support Agency to support children's physical development.
- promote physical activity and reduced screen time (e.g., watching TV, playing on computers or small hand-held games devices) with families through fact sheets and newsletter articles.

EDUCATORS WILL:

- provide opportunities in the daily program for children to be active every day through a balance of planned and spontaneous active play experiences that are both educator led and child initiated (including everyday physical tasks), in the indoor and outdoor environments
- adhere to our *Sun Safety Policy* and ensure children have access to water before, during and after any physical activity experience
- include children's voices in the development of the physical environment to provide opportunities for physical activity, risky play and creativity
- collaborate with families and other professionals to provide active play experiences for all children inclusive of children with additional needs
- encourage children to be accepting and understanding of the different abilities of other children
- encourage children to engage in physical activity and challenge themselves
- seek to promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence of their fundamental movement skills (FMS) through a range of intentionally planned and spontaneous active play learning experiences
- provide positive instruction, role modelling, and advice to children as they develop and improve their FMS
- encourage children to try a range of activities including obstacle courses, balancing, kicking, dancing and skipping, jumping, rolling, catching and throwing
- actively role model appropriate physical activity behaviours to children
- ensure active play experiences are play based, varied and creative
- ensure all equipment is developmentally appropriate and well maintained
- ensure that an appropriate balance between inactive and active time is maintained each day
- encourage productive sedentary experiences for rest and relaxation- reading, storytelling, puzzles, singing
- limit experiences involving screen use to those which have an educational component or include movement and gross motor activity

- discuss with children the role of screen time in their lives and support them in making appropriate choices about their use of screen time for both education and recreation
- model appropriate screen behaviours and self-regulation to children
- ensure that under no circumstances screen-time is used as a reward or to manage challenging behaviours
- adhere to the recommended timeframes for 'screen time' according to Australia's Physical Activity and Sedentary Behaviour Guidelines
- ensure documentation showcases physical activity experiences and opportunities with families
- participate in professional development to support children's physical health and wellbeing.

IN RELATION TO FAMILIES OUR SERVICE WILL:

- ensure the *Physical Activity Policy* is available to be viewed and reflected upon
- provide information and ideas about physical activity to promote children's physical health and wellbeing
- encourage families to share information about cultural backgrounds in relation to physical activity, language, traditional games and their child's sleep requirements
- provide information about recommended screen time for children and support families to understand the negative effects of exposure to digital technology before sleep time
- collaborate with families to ensure children with additional needs have equitable access and are supported in all areas of the learning program.

THE AUSTRALIAN 24-HOUR MOVEMENT GUIDELINES- 5 TO 17 YEARS

Being active every day has many social, emotional, intellectual and health benefits. All children and Young People (5 to 17 years) should get the right mix of physical activity, inactivity and sleep in each 24-hour period.

Physical activity

- Children and young people should spend 60 minutes or more of moderate to vigorous physical activity per day involving mainly aerobic activities
- Activities may include- football, basketball, bike riding, scooter riding, swimming, dancing
- Provide opportunities for several hours of a variety of light physical activities
- Include activities that are vigorous, as well as those that strengthen muscle and bone at least 3 days per week
- activities such as – running, swinging on monkey bars, climbing, yoga, sit ups, push ups are good muscle strengthening activities

- light physical activities throughout the day are encouraged- such as walking to school, playing handball, helping around the house

Sedentary behaviour

- Screen time should be limited to no more than 2 hours per day

- Children should avoid sitting for long periods

Sleep

- 9-11 hours for children aged 5-13 years, with consistent sleep and wake up times

Source: Australian Government. Department of Health and Aged Care. *Physical activity and exercise guidelines for all Australians. For children and young people (5 to 17 years). (2021)*

CONTINUOUS IMPROVEMENT/REFLECTION

The *Physical Activity Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2023). *Guide to the National Quality Framework.*
Australian Government Department of Health. (2014). Australia's Physical Activity and Sedentary Behaviour Guidelines
Australian Government. Department of Health and Aged Care. (2021). Physical activity and exercise guidelines for all Australians. For children and young people (5 to 17 years)
Early Childhood Australia *Statement on young children and digital technologies*. (2018).
Education and Care Services National Law Act 2010. (Amended 2023).
Education and Care Services National Regulations. (Amended 2023).
Fair Work Act 2009 (Cth).
NSW Government. Department of Education. (2020). Live Life Well @ School.
NSW Government Health. (2020). *Eat Smart Play Smart*.
NSW Government Health. *Good for kids good for life*
Western Australian Education and Care Services National Regulations

REVIEW

POLICY REVIEWED BY	SARAH DUFFY		DIRECTOR	MARCH 24
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE		MARCH 2025
VERSION NUMBER	3.01.24			
MODIFICATIONS	• annual policy review • added content from *Educational Program Policy* to this policy to save repetition in both policies			

	• updated information from Physical activity and exercise guidelines for all Australians- for children and young people (5 to 17 years) • sources checked for currency and updated as required	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JANUARY 2023	• annual policy maintenance • minor formatting edits within text • hyperlinks checked and repaired as required • continuous improvement/reflection section added • link to Western Australian Education and Care Services National Regulations added in 'Sources'	JANUARY 2024
JUNE 2022	• draft policy created for OSHC Services	JANUARY 2023

TECHNOLOGY POLICY

Digital technologies and computers have become an integral part of many children's daily lives. For this reason, it is important that our educators are not only familiar with the use of digital technologies, but are able to guide children's understanding of, and ability interact, to engage, to access and use a range of digital technology. Technology and media items will only be used as an extension to the daily program assisting in the development of social, physical, emotional, cognitive, language and creative potential of each child. Digital technology can be helpful in the retelling of stories about our culture, help to celebrate diversity and assist in providing an inclusive and equitable educational program.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
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.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
73	Educational Program

76	Information about educational program to be given to parents
84	Awareness of child protection law
149	Volunteers and students
155	Interactions with children
156	Relationships in groups
168	Education and care services must have policies and procedures
181-184	Confidentiality of records and storage of records

RELATED POLICIES

Child Protection Policy	Educational Program Policy
Child Safe Environment Policy	Mobile Device Usage Policy
Code of Conduct Policy	Privacy and Confidentiality Policy
Cyber-Safety policy	Social Media Policy
Dealing with Complaints Policy	Photograph Policy

PURPOSE

Our Service will implement responsible behaviour when using technology, respecting the Service, children and the privacy of families and educators. Educators will exercise appropriate judgment and behave in a professional and ethical manner when using technology. At all times, educators will provide a child safe environment and supervise children when using technology to minimise the opportunity for abuse or other harm to occur (Child Safe Standard 8, NSW).

SCOPE

This policy applies to children, families, staff, management Approved Provider, Nominated Supervisor, volunteers, students and visitors (including contractors) of the OSHC Service.

IMPLEMENTATION

Digital technology, when used appropriately, can be a tool for learning, especially when educators play an active role. The Internet is a magnificent resource for research, communication and extending programming ideas and interests. Technology use within our Service aims to encourage children to solve problems and use logical reasoning, leading children to make decisions and choices and assisting them to use computer software competently and safely. Our educators are diligent in ensuring children are only able to access age-appropriate technology on any device provided by the service.

DEFINITIONS OF TERMS

App: An abbreviation of the term 'Application'- refers to small programs that can be downloaded or installed on mobile phones

Coding: Process of creating and inputting messages that can be understood by others or a digital device such as a computer robotic toy or app

Digital data: Information that is transmitted digitally, including (but not limited to) text, audio, images and video

Digital technology: enables large amounts of data to be stored and shared so it can be accessed, created and used by people anywhere and at any time

Digital documentation: recording and analysing children's engagement and learning using digital tools. (includes photos, text and video and may be communicated via an online program).

Interactive whiteboard: a digital screen that projects content for groups of children to view or co-view or co-engage. Incorporates touch sensitive or responsive controls so the user may engage via the screen rather than a mouse or keyboard

(source: ECA Statement on young children and digital technologies, 2018.)

Examples of technology used within our service may include:

- touchscreen devices- tablets (iPads)
- programs that develop literacy or numeracy skills with ICT such as word processing, desktop publishing
- internet and information literacy skills
- Robotic toys- such as bee bots
- scanners
- Interactive whiteboards/data projectors

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- families are aware of this *Technology Policy*
- promote and support a child safe environment
- embed the National Child Safe Principles into the organisational structure and operations [or state specific Child Safe Standards]

- ensure all staff, educators, volunteers and students are aware of current child protection law, National Child Safe Standards and their obligation to protect children from harm
- record WWCC/vulnerable people checks of volunteers and students
- maintain a positive culture that includes and promotes safe, responsible and respectful use of digital devices and online services
- identify technology training needs of educators and provide professional development
- provide professional development, information and resources to educators from the eSafety Commissioner-Professional learning program for teachers
- provide professional learning to educators and staff in response to the ECA- *Statement on young children and digital technology*
- provide regular training for all staff on reporting obligations (including mandatory reporting) and child safe practices
- report any breach of child protection legislation to relevant authorities- police, DCP, regulatory authority through NQA ITS portal (*see: Child Safe Environment, Child Protection Policies)*
- reflect on our service's physical environment, layout and design to ensure it is supports child safe practices when children are engaged in using technology
  - ensure risk assessments are completed for all physical and online activities and identify areas where adults may have opportunities to interact with children unsupervised
  - perform regular audits to identify risks to children's safety and changes in room set-ups that can indicate areas of higher-risk and become supervision 'blind spots'
  - ensure location of digital technology/equipment allows educators to remain in line-of-sight of other staff members when working with children
  - only permit children to use devices in open areas where staff can monitor children's use
  - ensure all devices are set up safety- with controls, filters and safe search settings
  - ensure all devices are password protected with access for staff only
- ensure the Service *Privacy and Confidentiality Policy* is adhered to at all times by staff and educators, families, visitors, volunteers and students
- ensure there is no unauthorised access to the Service's technology facilities (programs, software program etc.)
- ensure all educators have appropriate login details to provide secure usage
- ensure all technological devices have current virus protection software installed
- develop guidelines about how technology will be used within our Service
- provide information to parents about technology use within the Service

- seek permission from families to use digital documentation including photographs of children via social media and/or other forms of documentation platforms (see: *Social Media Policy)*
- ensure children, educators and parents are aware of our Service's complaints handling process to raise any concerns they may have about the use of digital technologies or any other matter (see: *Dealing with Complaints Policy*)
- provide a range of technology devices for educators to utilise- Smartboards, iPads, printers
- must ensure that no breaches of copyright eventuate if screening/viewing DVDs

EDUCATORS WILL:

- comply with current legislation and Service policies
- keep passwords confidential
- model appropriate use of digital devices and online services for learning purposes
- identify and minimise risks to children in physical and online environments
- only permit children to use devices in open areas of the service to ensure close monitoring and supervision
- respond to and report any breaches and incidents of inappropriate use of digital devices and online services to management
- log out of computers and software programs after each use
- only access and modify files and data for which they have authorisation
- not harass, slander, intimidate, embarrass, defame, or seek to offend another person, group of people, or organisation via technological devices
- not make copies of, transmit, steal, or loan copies to other persons of Service documents
- not use personal mobile devices to take photos at the OSHC Service, access social media (Facebook, Instagram or other) or breach children and families' privacy
- provide adequate supervision to children when using computers or other technology
- ensure privacy levels are set on electronic devices when in use by young children
- participate in professional development opportunities about online safety and digital technology
- ensure children's personal information where children can be identified such as name, address, age, date of birth etc is not shared online
- ensure they are aware of their mandatory reporting requirements and report any concerns related to child safety including inappropriate use of digital technology to the Approved provider or nominated supervisor.

IN REGARD TO CHILDREN, EDUCATORS WILL:

41

- consider the developmental levels of children when using technology for learning
- Support children's natural curiosity for technology within the Service.
- provide children with access to age-appropriate technologies to help develop their computer literacy skills
- educate children on ways to recognise safe physical and online environments
- discuss online behaviour as part of discussions and activities promoting respectful relationships
- Only provide programs or apps that they have viewed and assessed prior to introducing to children.
- Only provide games that are age-appropriate and non-violent.
- Strictly supervise all children engaged in using technology.
- Build on children's learning and inspire the ongoing and enthusiastic acquisition of knowledge through technology.
- Use technology to build on current projects and document children's learning.
- Limit the amount of time spent on screens as per recommended screen times.
- support children in turn-taking and learning to share when using digital technologies in collaboration with others
- provide a child safe environment to children- reminding them if they encounter anything unexpected that makes them feel uncomfortable, scared or upset, they can seek support from staff
- Discuss with children the role of screen time in their lives and support them in making appropriate choices about their use of screen time for both education and recreation.
- Model appropriate screen behaviours to the children.
- Encourage alternative leisure experiences for rest and relaxation that are not always technology-reliant.
- Ensure that under no circumstances the screen is used as a reward or to manage challenging behaviours.
- Educate and support children to begin to develop skills to critically evaluate sources of information on the internet.

GUIDELINES FOR USE OF TECHNOLOGY WITHIN OUR SERVICE:

- implement risk management strategies to ensure children are always supervised when using any digital device
- use of digital technologies are used to promote social interactions between children, peers and adults
- programs must be carefully selected and be suitable to the needs and development levels of each child using or watching various types of technology or media

- programs and apps will be chosen to support and promote children's cognitive investment
- all online devices have appropriate filtering and monitoring in place with safe settings activated
- all devices are password protected with access for staff only
- technology is used to assist in expanding the content of the daily program and appropriate current affairs (e.g., the Olympic Games, environmental awareness).
- technology is predominantly used where play-based and 'hands-on' experiences cannot provide the same information (e.g. investigating planets or dinosaurs). It will not replace appropriate experiences nor professional pedagogy
- programs are chosen that are engaging and age appropriate to children: Only 'G' rated television programs and movies will be viewed at the service
- the use of TV and watching DVD's will be kept to a minimum. When used:
    - programs depicting violence and/or inappropriate content (including graphic news reports) will not be shown.
    - TV programs or videos will only be shown that have positive messages about relationships, family and life
    - all content will be socially and culturally considerate and appropriate.
- timeframes for 'screen time' according to Australia's Physical Activity and Sedentary Behaviour Guidelines are:
    - Children 5-12 years of age should limit screen time for entertainment to no more than 2 hours a day
- children will be taught responsible concepts of digital use and citizenship as children are '*growing up digital*'
- only quality developmentally appropriate interactive media will be used.

IN RELATION TO FAMILIES, OUR SERVICE WILL:

- create shared understandings between families, educators and the Service about digital technology use, by adults, in front of children
- provide information regarding online safety to families eSafetyparents
- provide families with information about the digital technology used within the OSHC Service
- provide information and advice to families about the selection of digital media content, apps and games that are appropriate for use by school aged children
- provide information about the apps and programs used within the Service
- support families to understand that negative effects of exposure to disturbing or arousing content and screens before sleep time

43

- request written consent from parents/families to collect and share personal information, images or videos of their children online on Facebook or Xplor

- provide information to parents and families about how to make a complaint and what to expect from our complaints handling processes (*see: Dealing with Complaints Policy*)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Technology Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

ACECQA. (2023). Embedding the National Child Safe Principles. NQF 2019 Review

Australian Government Department of Education. *My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022*

Australia Children's Education & Care Quality Authority. (2023). *Guide to the National Quality Framework.*

Australian Government eSafety Commissioner

Australian Government Department of Health and Aged Care. (2014). Australia's Physical Activity and Sedentary Behaviour Guidelines:

Early Childhood Australia *Statement on young children and digital technologies*. (2018).

Education and Care Services National Regulations. (Amended 2023).

Fair Work Act 2009 (Cth).

NSW Department of Education. (2021). *Implementing the Child Safe Standards. A guide for early childhood education and care and outside school hours care services.*

NSW Office of the Children's Guardian. (2020). Guide to the Child Safe Standards

Revised National Quality Standard. (2023).

The Australian Council on Children and the Media for the Australian Research Alliance for Children and Youth. (2011). *Television and young children: Quality, choice and the role of parents: What the experts and parents say*.

Victoria Government. (2023). The Child Safe Standards-Early childhood services.

Western Australian Education and Care Services National Regulations

REVIEW

POLICY REVIEWED BY	SARAH DUFFY	DIRECTOR	MARCH 2024
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE	MARCH 2025
VERSION NUMBER	V8.10.23		
MODIFICATIONS	• annual policy review • inclusion of National Child Safe principles- ACEQCA • sources updated where required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

OCTOBER 2022	• policy maintenance - no major changes to policy • hyperlinks checked and repaired as required • new section- Continuous Improvement/Review added • minor formatting edits within text • link to Western Australian Education and Care Services National Regulations added in 'Sources'	OCTOBER 2023
OCTOBER 2021	• policy reviewed to include recommendations for the implementation of the Child Safe Standards relating to the use of technology • additional related policies included • sources checked and updated	OCTOBER 2022