

Policy Number	Version	Approval Date	Category	Owner
POL-DOC-OC1-001	2.0	22/03/2022	Delivery of Core Operations and Capability	OSHC GM
Policy Statement				
Purpose	As the Approved Provider, Queensland Police-Citizens Youth Welfare Association (PCYC Queensland) is committed to providing an educational program for children that aligns to the approved framework for School Age Care in Australia, 'My Time Our Place' (MTOF). The purpose of this policy is to ensure principles, practices and learning outcomes inform Educators' approach to children's learning as an ongoing cycle of planning, documenting and evaluation.			
Scope	This policy applies to all PCYC Queensland Outside School Hours Care services and all those employed by or involved in PCYC Queensland, including: Employees, volunteers, trainee students/students on practicum placement, parents/carers			

1.0 Definitions

Acting compatibly - means an act or decision does not limit a human right or limits a human right only to the extent that is 'reasonable and demonstrably justifiable'.

Approved Provider – Holds provider approval under the National Law. PCYC Queensland Approved Provider is the Board of Directors.

Agency – Being able to make choices and decisions, to influence events and to have an impact on one's world.

Curriculum - All interactions, experiences, activities routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development.

Intentional teaching - Educators being deliberate, purposeful, and thoughtful in their decisions and actions.

Approved Learning Framework - A guide which provides general goals or outcomes for children's learning and how they might be attained. It also provides a scaffold to assist early childhood setting to develop their own more detailed curriculum.

Educational Leader – Designated Educator to lead the development and implementation of educational programs at the service, guide others in their planning and reflection and mentor Educators in the implementation of practice. The Educational Leader has been approved, in writing by the Approved Provider.

Learning outcome - A skill, knowledge, or disposition that Educators can actively promote in early childhood settings, in collaboration with children and families.

Wellbeing - Results from the satisfaction of basic needs. It includes happiness and satisfaction, effective social functioning and the dispositions of optimism, openness, curiosity, agency, and resilience.

Each child - Referred to in the National Quality Standard when an individualised approach is warranted, and Educators are required to modify their response to meet the needs of an individual child.

2.0 Principles

PCYC is committed to ensuring we meet the requirement of the ACECQA standards. This policy relates to Quality Area 1 of the ACECQA National Standards.

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, confidence as learners and effectiveness as communicators.
1.1.2 Child-centered	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 coordinators 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 as well as continuous improvement activities
1.3.3 Information for families	Families are informed about the program and their child's progress.

3.0 Roles and Responsibilities

It is the responsibility of:

Approved Provider / Person with Management or Control

- Adheres to legislative and statutory requirements
- Ensures policies and procedures are in place in relation to educational program and practice for all Outside School Hours Care services
- Monitors compliance within the operational environment through management reporting
- Delegates operational oversight and reporting responsibilities to the CEO as appropriate but retains ultimate responsibility as the Approved Provider

Chief Executive Officer

- Ensures familiarity with legislative and statutory requirements
- Supports the implementation of PCYC Queensland policies and procedures in relation to educational program and practice for the Outside School Hours Care services
- Reviews and monitor compliance in relation to educational program and practice
- Delegates daily operational management and compliance reporting responsibilities to the OSHC General Manager as appropriate but retain operational oversight responsibility

OSHC General Manager

- Ensures clear understanding of legislative and statutory requirements
- Approves procedures in relation to educational program and practice for the Outside School Hours Care services
- Monitors adequacy of internal controls to ensure they are operating effectively and are appropriate for achieving legislative requirements and the goals and objectives of the organisation
- Develops, implements, and regularly reports against the legislative requirements to the CEO and Approved Provider

State Educational Leader

- Coaches teams to embed practices that meet and/or exceed National Quality Standards
- Ensures quality outcomes for children is paramount to all decision-making
- Provides curriculum direction and guidance to all Outside School Hours Care services
- Provides guidance, mentoring and development to Educational Leaders
- Manages programming and planning resources for Educational Leaders
- Promotes a culture of professional inquiry in the Outside School Hours Care team
- Reviews Educational Leader applications and provide guidance and support
- Systematically uses analytics and reports to identify opportunities to support operations and professional development towards quality improvement initiatives

Regional Manager

- Implements legislative requirements and PCYC Queensland policies and procedures
- Actively reviews and holds teams accountable for compliance in services.
- Ensures policy and procedure practices are applied consistently across all Outside School Hours Care services
- Systematically identifies and manages risks which arise while providing educational program and practice for children at the service
- Ensures an Educational Leader is appointed for each service and that this role actively builds the program for and with children

Service Manager

- Ensures that employees, volunteers, and trainee students/students on practicum placement understand their roles and responsibilities in respect to this policy
- Audits and monitors practices at the service against legislative requirements and the National Quality Standards and holds Nominated Supervisor accountable for compliance in each service
- In collaboration with State Educational Leader, reviews all Educational Leader applications and approves or declines as appropriate
- Administer each services' usage of the digital documentation system and analyses reports to ensure educators and coordinators are delivering on expected quality and quantity of documentation using the system

Nominated Supervisor

- Ensures compliance with legislative requirements and all PCYC Queensland supporting policies and procedures
- Ensures the oversight of the day-to-day management of the service by working as or assigning a Responsible Person
- Identifies an Educational Leader for each service and supports them in their role
- Ensures there is an ongoing cycle of planning, documenting, and evaluating children's learning which will underpin the educational program and that this is recorded on the digital platform
- Ensures the educational program is on display at the service in an area that is accessible to parent/carers and is available for inspection upon request by the Regulatory Authority
- Fosters a culture where children are viewed as active participants and decision makers in the educational program and practice
- Reviews and approves all stories and posts on the digital documentation system

Educational Leader

- Ensures the approved framework 'My Time Our Place' guides decisions about curriculum
- Develops and implements an ongoing cycle of planning, documenting, and evaluating children's learning which will underpin the educational program
- Reviews and approves Educator's stories and posts on digital documentation system
- Advocates for children's views and include them as active participants and decision makers in the development of educational program and practice
- Mentors and guides Educator's knowledge, skill and professionalism regarding educational program and practice
- Encourages and provides opportunities for parents/carers to be involved in the educational program
- Develops an educational program and ensures it is on display at the service in an area that is accessible to parents/carers

Responsible Person

- Ensures service operations are in accordance with the relevant legislation, and all PCYC Queensland policies and procedures
- Undertakes day to day management of the service, ensuring key management and operational issues are addressed in relation to educational program and practice
- Provides leadership within the service and informs Educators of the daily operational requirements through Daily Muster Meetings
- Ensures the program is delivered to all children in equitable ways
- Participates in the ongoing cycle of planning, documenting, and evaluating children's learning which will underpin the educational program

- Checks the program plan is on display at the service in an area that is accessible to parent/carers
- Ensures completion of documentation and recording required for assessment and planning cycle
- Has knowledge of the digital documentation platform and educational program's locations at the service for inspection upon request by the Regulatory Authority

Educators

- Ensures familiarity with and adherence to PCYC Queensland policies and procedures
- Has knowledge of the approved learning framework 'My Time Our Place'
- Completes documentation required for assessment and planning cycle on the digital documentation platform
- Actively participates in all aspects of the educational program and guide children's learning in the program
- Makes curriculum decisions that uphold all children's rights
- Participates in professional development and professional learning opportunities

Parent / Carer

- Communicates and provides input to the service in relation to their child's learning and development face to face or via the digital documentation platform

4.0 Program: Curriculum Development

Educational programs developed at each service will ensure that learning outcomes are consistent with the approved learning framework, 'My Time Our Place':

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

The educational program is informed by gathering, analysing, and interpreting information about each child.

PCYC Queensland curriculum also includes principles from;

- [United Nations Convention of the Rights of the Child](#), where children have the opportunity to thrive, take action and be accountable.
- [8 Aboriginal Ways of Learning](#), pedagogy to engage children with Indigenous knowledge and perspectives by using Aboriginal learning techniques.

An educational program will be developed to provide a variety of learning opportunities for children, with the aim to compliment children's experiences, opportunities and relationships at school, home and in the community. By ensuring experiences are meaningful and relevant to children both individually and in groups, all programs will focus on wellbeing, development, and learning. In providing an educational program, we act compatibly and promote the *Human Rights Act 2019*, which protects the rights of children and ensuring their welfare through these developmental years.

An Educational Leader is appointed at each service to develop and implement the cycle of planning and provide curriculum direction and guidance. Educational Leaders are part of a professional community of practice to build their skills, knowledge and implement leisure-based learning.

An educational program **Plan** provides a variety of learning opportunities for children and will be displayed in an area that is accessible to parent/carers. In preparing a **Plan** the service makes curriculum decisions that

uphold all children's rights including the right to have their identities, knowledge, strengths, ideas, cultures, abilities and interests acknowledged and valued in the context of their families and communities.

Regulation 73

*Supporting documents: **Human Rights Policy (POL-GOV-YTH-001)***

5.0 Assessment and Planning

The Educational Leader engages all Educators in an ongoing cycle of observation, analysing, planning, implementing, evaluating, and reflecting. Evidence about the development of the program is documented on the **Assessment and Planning Cycle (FRM-DOC-OC1-002)**. This is displayed in an area that is accessible to parent/carers and Educators.

Documentation supporting the educational program will primarily be digital, readily understandable and, can include photos, videos, voice memos, learning journeys and critical reflections. In documenting each child's learning outcomes, consideration will be given to the period of time the child is in attendance at the service. The Educational Leader reviews the digital documentation to inform curriculum decisions.

Documentation regarding their child's participation in the program is available to the parent/carer online and through an app. This documentation can also be obtained from the service upon request. We invite and value parent/carers involvement in shared decision making, educational program, activities, and feedback about their child's learning. Parent/carers control their child's digital footprint and can decide who has access to their child's information. We take reasonable steps to protect your personal information through this digital documentation system in line with the Privacy Act 1988 (Cth).

Documentation is stored on a digital system. This must be available for inspection at the service upon request by the Regulatory Authority.

Regulation 74(2) 75 76 298A (2)

*Supporting documents: **Program Development Procedure (PRO-DOC-OC1-001), Privacy Policy (BPO-IMS-SWO-002)***

6.0 Practice: Supporting Children's Participation

Outside School Hours Care provides a balanced program that includes child-led activities and intentional teaching to initiate and scaffold learning opportunities. Each child will be heard and viewed as an active participant and decision maker within the educational program to ensure the promotion of agency and enable them to make choices that influence events in their world.

While the program has a routine it also allows for adaptability, allowing the children flexibility and spontaneity, while meeting the needs of both the children and the parents/carers. Educators respond to children's views and ideas and can alter the education program accordingly.

Each child is provided with opportunity to contribute to the digital documentation through stories, videos, and photos in their portfolio.

7.0 Review

PCYC Queensland will complete a review of the policy every three years to ensure the effectiveness of policies and procedures in place and any content changes needed for operational or legislative requirements.

Supporting Information			
Legislative Compliance	Education and Care Services National Law Act 2010 Education and Care Services National Regulations 2011 Education and Care Services Act 2013 Education and Care Services National Law (Queensland) Regulations 2011 National Quality Standards		
Parent Document (Policy)	Delivery of Core Operations and Capability (BPO-DOC-SW0-001)		
Related Documents	My Time Our Place Physical Environment Policy (POL-DOC-OC3-001) Staffing Arrangement Policy (POL-DOC-OC4-001) Relationship with Children Policy (POL-DOC-OC5-001) Collaborative Partnerships with Families and Communities Policy (POL-DOC-006-001) Governance and Leadership Policy (POL-DOC-OC7-001)		
Document Control			
Owner	OSHC GM	Next review due:	22/03/2025
Approved by	CEO	Approval Date:	22/03/2022
Endorsed by	ELT	Endorsement Date:	22/03/2022

Revision History			
Version	Amended by	Date	Revision Description
1.1	Business Support Coordinator	3/12/2020	Moved a responsibility from Responsible Person to Educator, minor wording updates and review period to three years
2.0	Business Services Coordinator	28/02/2022	Update with change to software, removal of Head of OSHC, inclusion of GM OSHC and adding additional content.